

Break

Molly-coddled

"I'm just a knockabout journalist. It would be presumptuous of me to talk about wider educational issues," said Hunter Davies, the self-effacing editor of *The Sunday Times* colour magazine, when he launched *The Creighton Report*, his chronicle of a year in the life of a South London comprehensive at the Press Club last week. The book follows his earlier year in the life of another North London institution — Spurs.

Mr Davies's modesty did not deter him from airing his views about the middle class (that) and the working classes (good), or to explain to his audience that his experience had convinced him that it was "a pointless exercise, all this grammar school stretching that has gone on all these years".

One of the few criticisms he had of the new era concerned in-service courses. Teachers all seemed to find it necessary to learn Turkish silverware manufacture and other such esoteric subjects and expect to be promoted into the bargain.

David Martin, a short-former at Creighton, who features prominently in the book and who appeared at the press conference as statutory pupil, is trying for a place at Cambridge to read medicine. He says he will not know whether to blame himself or the school if he fails to get in.

The work load at Creighton had been light in comparison with what his friends at grammar and public schools had carried. People at Creighton find their own level and work accordingly.

Peter Mistry, another leading character and post-O level refugee, conscientious objector from Westminster, had clearly found his. He hadn't any time to attend the press conference because he was sweating for A levels. Mr Davies confided that he had been "knocked out by the idealism of people like Peter".

Mrs Molly Hattersley, wife of the one-time shadow minister of education, who had the nerve for the evening to let the over-inventive Mr Davies through her portals in his first year as head of Creighton, smiled benignly throughout and said the book was fair. It was much harder to reach anybody anything anywhere these days, she declared. *The Creighton Report* by Hunter Davies. Hamish Hamilton £4.95. Publication date May 24.

Survival 76?

'Survival 76?' was the telling title of an enterprising conference organised last week by the London & Home Counties branch of the Library Association, and attended by more than 100 librarians and local authority members.

The theme was less survival this year than in the mid-1970s: faced with diminishing resources and increased demand, what should librarians and library committees do? A classic move in this situation is to make cuts where they hurt the consumer most, but there is some evidence that pressure groups are no longer a political force.

Certainly this was not the tactic advocated by the four conference speakers. Starting from an expectation of nil growth in revenue and reduced capital budgets, they addressed themselves seriously and imaginatively to suggesting economies which would do least harm.

Standardized building designs, in-house rather than self-help, concentrate service into central libraries, rationalize provision offered by public and higher education libraries, said the practitioners, outstanding among them Godfrey Thompson, of the Guildhall Library.

Produce money measurements, reassess the library's role, improve community contacts and information services, said the theorists.

It is clear that there is inventiveness and flexibility among librarians, and an acceptance of reduction in spending power. Two things stand out in this public spiritiveness: the imposition of higher cuts on libraries than on other departments, and the butchery of estimates without consultation. Councils could well reflect that capitalizing on staff goodwill is a more adroit move in hard times than sacrificing it for budget savings which are politically insignificant.

The prophet Benn
Oxford WEA industrial branch's day out in Harford to commemorate the execution of three Levellers, all humble soldiers from Cromwell's army, attracted a vast crowd, many no doubt drawn by the speech which was delivered by Tony Benn.

History as such came out of the encounter less gracefully. The left has never been shy of enlisting ancient history as somehow part of its glorious tradition, but the packed meeting in Harford church which heard Mr Benn (described by one enthusiastic steward as "the greatest socialist of our time") was in no mood to carp at detail.

The day had begun with showings of Kevin Brownlow's *Tim and the Circus* (about the Diggers at Child's Hill), Morris dancers danced and the Roundhead Association demonstrated musketry

and pike manoeuvres. A march set off down Harford High Street to the church where Mrs Caroline Benn laid a wreath of laurels at one of the two spots (the location is the churchyard where the Levellers' graves are). Corporal Perkins and Cornet Thompson were shot by a firing squad from Fairfax's regiment.

It seems less than accurate for speakers to assert that the Levellers would have rejected the speeches of the WEA debating socialism within Harford church, "much as they must have done". Contemporary records show them repenting their sins and contemplating the errors of their ways instead.

Undoubtedly, Mr Benn delivered an oratorical speech—ranging from Amos and Micah to H. G. Wells—which slipped agreeably down among the assembled socialists but which hardly added to popular awareness of historical reality about the Levellers or the reasons why their cause failed. Industrial branches of the WEA have an important role in reviving the "poor stockpiling, the Luddite cropper, the 'abolition' handloom weaver" from the enormous condescension of modernity", as Edward Thompson wrote.

But the distinction between history and myth has always been a tenuous one. All the more reason for those who rightly condemn the practice of neo-aggrandizing past leaders of men to beware of substituting one set of heroes for another.

These sentiments are not shared by the British Educational Equipment Association who are not encouraging their members to take part. They fear Inter Naves will be lost among the seven other exhibitions which make up Caxton—does include a book fair, exhibitions on printing equipment, information retrieval and dissemination and a careers exhibition and conference—and will not attract educationalists.

Some manufacturers also complain that Inter Naves will be badly placed within Caxton and they often cannot see any reason why it should be there at all. So far only about 50 manufacturers have booked stands, considerably less than last year.

However, there is some good news for the visitor interested in education. The gallery exhibition which gives schools, colleges, universities and other educational institutions a chance to show what they are doing is being reintroduced. Last year it was cancelled mainly for administrative reasons—an unpopular decision as many educationalists, I suspect, the gallery as the best part of Caxton.

So this year the Council for Educational Technology and the National Association of Manufacturers have given £12,000 to bigger and better gallery exhibition. Fifty stands have already been booked for industrial training organizations, schools, polytechnics, colleges of education, universities, museums and foreign countries.

Coinciding with the exhibition will be a conference, "Beyond the Challenge of New Communications in Education", on careers in media. Subjects of the first will include "the role of media in the current curriculum, in reading and critical thinking, without irreversibly acculturating" and "the need to reassess requirements of students who probably find themselves faced with the building of more secure networks of communications will permeate".



"Hang on, there's been a reprint."

Down with Caxton

The inclusion of Inter Naves in this year's vast Caxton Quintenary exhibition has attracted many manufacturers' and the signs so far are that the commercial educational contingent at this celebration will be rather small.

The Caxton exhibition which will be held at Olympia from June 8 to 11 commemorates the 500th anniversary of William Caxton printing his first work in English, "thereby" says the publicity leaflet, "creating mass communication in English".

Last year the National Committee for Audio-Visual Aids in Education decided to place Inter Naves under the umbrella of Caxton and to hand over its organization in 1976 to Britex Ltd who are organizing the quintenary exhibition. The national committee feel that Inter Naves is rightly situated in an exhibition which celebrates the achievements of the "father of modern communications".

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Position after White's 16th move

Chess

ATTACK AND DEFENCE

It would not be a superficial generalization to affirm that the game of chess is basically about the attack and defence. After all, it was in the art of attack and defence that the art of chess was born.

It follows that, in order to become a complete player (this may seem ambitious but without ambition one can get nowhere in chess), one must master both the aggressive style of play that is conducive to successful attack and the more difficult and subtle way of playing necessary for defence.

If you attack aggressively, or with a view to winning, you must be prepared to take the risk of losing. In chess, the risk is not only of losing the game, but of losing the position. In chess, the risk is not only of losing the game, but of losing the position.

In the following game, which was played recently in an international tournament at Torremolinos, Spain, I give it with all the more satisfaction in that, some 23 years ago in the great international tournament at Bucharest, 1933, I played against the then very young, Romanian champion, Chiburdanov, and won with a very similar type of defence to that which I have just shown.

White: Chiburdanov, Black: Chiburdanov. Carlsbad Defence.

Paradise garden

At the end of a leafy lane, on Harrow Hill, wisteria and lilac trail above the lawn, and Debussy sounding through leaves—the Mayor of Harrow Tuesday cut the tape at the opening by Sir Charles Grosvenor, the Purcell School at Oakham.

Founded in 1962 as the Caxton Tutorial School for Young Musicians, the school has grown from four to 90 and moved from Conway Hall, in Morley College, Harrow, and now to Harrow, where the principal, Mr Ted hopes the numbers will increase 120 before long—in other words, it will take up places there.

Thanks to the Samuel G. Memorial Trust, Oakham, the school's home, provides for all from all backgrounds who are able to benefit from the particular music-oriented education the school has to offer. At the moment, the centre of excitement seems to be plans for *Drums and Cymbals* to be performed on July 15, and 16—with libretto by William Croft, one of the staff.

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Law-abiding answer

This week's White Paper on the working of the controversial Children and Young Persons Act of 1969 announces an end to the demand of 14-year-old girls to prison, powers to make parents liable for the times their children refuse to pay and the building of more secure accommodation for the hard core of juvenile delinquents. Frances Sadleir reports page 5

Labour campaign for standards

New Labour Party policy document calls for moves to improve standards in schools, a minister for the under-fives, accountability, less emphasis on exams and unified provision for 16-19. Mark Vaughan reports page 4

Jam tomorrow

Today at least 100,000 school leavers will join the 200,000 teachers already out of work. The Labour Party have an ambitious objective—jobs or training for all leavers in 1979—but only more of last year's medicine to offer now. Philip Venning reports page 6

Driving force

On the eve of the first annual conference of the National Association of Teachers in Further and Higher Education, a profile of Tom Driver, the man who saw the association off as a merger of the ATFT and the ATEE. Now he looks forward to one union for the whole teaching profession. And, he insists, it is not a pipe dream. Report by Stephen Cohen page 11

Let them have vouchers?

Veron Bogdanov argues that vouchers could be discriminatory. Richard Rogers suggests they could be more powerful from the state to the family. pages 20, 21

Taking risks

Robin Macdonald writes about the genesis of his new book on Stockhausen. page 22

TES Extra: Winter sports

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'Bold aim' to solve job crisis

With the number of jobless teenagers likely to rise to nearly 300,000 after today, the Institute of Careers Officers has called for immediate and unprecedented measures to help them find jobs or training.

On Monday the Labour Party and the TUC announced a "bold aim" over the next three years—to ensure that all future school-leavers go into a job, a training place, or further education. But measures for this year's leavers seem to be more of last year's medicine—a continuation of the job creation programme, the special recruitment subsidy, community industry, and grants to help maintain apprentice training.

Report by PHILIP VENNING

The demand for training courses from youngsters this year is expected to be met, Mr Ken Cooper, chief executive of the Training Services Agency, said. The agency will be putting much more emphasis on local initiatives and local needs, but if they find that there are large numbers of young people in one area who could profit from one particular course they will do what they can to make extra places available.

As a result of the earlier school leaving date, between 120,000 and 170,000 young people are expected to come on to the job market after today.

But there are already about 200,000 other teenagers still looking for jobs. About 18,000 are last year's school leavers who are still unemployed, some are this year's Eastern leavers, and the rest are



older teenagers who have been laid off or have never ever had jobs.

The Institute of Careers Officers has called on the Government to increase from £5 to £8 a week the special recruitment subsidy paid to employers taking on school leavers; and to extend the scheme to all young people who have been unemployed for more than three months.

Mr Ray Hurst, the ICO secretary, said they were worried about employers preferring the latest school leavers to those who had been looking for jobs for a long time. Extending the recruitment subsidy should help to avoid this.

The rule which prevents unemployed young people from receiving supplementary benefits if they attend further education colleges or school for more than three days a week while waiting for jobs should be dropped, Mr Hurst said. It was important to distinguish between those waiting for jobs and ordinary students. The former would be on the employment register and would be expected to go to job interviews and visit the careers office regularly.

The ICO also recommended that the job creation programme should be continued beyond 1977. The regional employment premium should be extended to all employers in development areas, and employers should be paid generous grants to allow young people to continue training.

Mr Hurst said that the ICO are particularly worried that, because of cuts in local government spending, many trainee careers officers were likely to find themselves without jobs.

The Inner London Education Authority announced on Monday that they have set aside £300,000 for 31 extra teachers and additional courses for school leavers who do not find a job at once.

Mr Kenney Brannan, leader of the ILA, launched a drive to encourage school leavers to go back to school or join further education courses. He also urged employers to give more money to schools, part of which would be spent on running larger sixth forms.

Mr John Bevan, assistant education officer, said that they are hoping to introduce a new range of further education courses for the young, flexible enough to be taken up or dropped as a leaver's interests change.

Mr Peter Clough, chief of the community education, said that a

few firms had been abusing the jobs shortage by trying to recruit young people at low wages to work for long hours or under poor conditions.

Earlier, Mr Bob Vigers, leader of the ILA, had called on the ILA and employers to give more employees day release. This would create more vacancies for the unemployed, he said. The picture round the country shows that this year's leavers face even worse job prospects than last year's—partly because of the backlog of young people still without jobs.

Mr H. A. Spenceley, principal of the ILA in Staffordshire, said that 174 of last year's leavers and 500 of the Easter leavers were still looking for work. Nearly 90 engineering apprentices who had been accepted for first-year off-the-job training were also reaching the end of their training.

An additional difficulty was that many older workers were not leaving their jobs. Traditional employers in Staffordshire, like the National Coal Board or nursing, were not taking on any school leavers this year. Hosiery and pottery firms had cut their recruitment.

In Sunderland, officials and youngsters alike are much more resigned to the job shortage. Many more young people who could have left school at Easter decided to stay on and take exams, Mr R. Hudson, principal careers officer, believes. The only answer to the problem is a huge expansion in training to prepare young people for the eventual improvement in the economy.

Mr Harry Dawson, chairman of the National Association of Careers and Guidance Teachers, said that in Sheffield only about one third of the young people leaving school today had jobs. A big steelworks in the city which normally takes 100 apprentices a year is not taking on any this year.

Recently Mr John Grant, a Junior Minister at the Department of Employment, called on the hotel and catering industry to employ more school leavers instead of older workers.

Mr Grant said that the industry revealed that only one third of hotel and catering employers planned to take on school leavers.

At the same time, both the construction and the road transport industries are also offering grants to employers to take on one of the 1,400 building or road transport apprentices who are now training.

The Construction ITB are also offering grants to employers to take on one of the 1,400 building or road transport apprentices who are now training.

Second college gets CNAEA degree approval

The Council for National Academic Awards have approved a BA humanities degree at a second college of education, the College of St Mark and St John, Plymouth. Earlier this month the CNAEA gave the approval for a degree course at Worcester College of Education.

The latest approval comes after complaints that the CNAEA have been cold shouldering degree submissions from colleges of education—a point taken up by Mr Edwin Kerr, chief officer of the CNAEA, in a letter to the TES this week (page 16).

Mr John Anderson, principal of the College of St Mark and St John, said they had had tentative interest from the CNAEA. Their mission had gone through without a hitch in a year.

The humanities degree, which starts in September, 1977, is designed to complement the diploma of Plymouth Polytechnic, which will do most of the teaching in geography, history, sociology, and religion, and supply, at least one minor subject, French, and a second minor subject, or group of extra subjects, including psychology, physical education, science, and creative art and design, modern world.

Some teachers from the polytechnic will teach part of the degree in the long term. They hope to run a few common units with the polytechnic.

60,000 adults seek help

More than 60,000 adults with reading and writing difficulties have now enrolled with adult literacy schemes run by local education authorities and voluntary organizations in England and Wales. This is an increase of 55,000 since 1973, said Mr William Devereux, director of the Adult Literacy Resource Agency, at a press briefing this week.

Approximately 60,000 students had enrolled by mid-March, and the BBC were still referring 500 people a week to local adult literacy centres.

Mr Devereux said 40,000 volunteers had been recruited by local education authorities and voluntary organizations to help professional staff.

In April, 1976, the Government gave the agency a further £6m to run for two years. Under the revised terms of the grant the agency cannot directly help I.e.s.s. but they can employ full and part-time staff to work with them on adult literacy schemes.

Sixty of the 104 I.e.s.s. in England and Wales had asked the agency to appoint full and part-time staff. Scotland has its own separate scheme, said Mr Devereux, had been

right. Most of the requests were for professional staff to work with voluntary organizations, and to offer advice and support.

Mr Devereux said that in the next two years the agency's aim would be to set up a framework for providing I.e.s.s. They also wanted to see that adult literacy became an integral part of the adult education service. One sign that this was being achieved was that 24 local authorities had spent more on adult literacy in the last year.

Wiltshire County Council announced this week a scheme to link adult prisoners who read and write in jail with voluntary organizations to help them when they leave. Thirty men, so far taken advantage of the scheme, which is organized by local authority, the probation after-care service and the Wiltshire Association for the Deaf.

The Home Office has paid NACRO £10,000 to pay a full-time organizer for two years. NACRO can also be referred to by authority's colleges if they continue their education while in prison.

Meals: government to bail out I.e.s.s. over frozen 5p

The Government were expected to give an assurance this week that holding down the cost of school meals will not affect local authority budgets this year.

Instead the local authority associations will be told that the £35m which the 5p increase would have yielded will be met by the Government.

The freeze on meal charges was part of the Government's pay deal with the trade unions. Mr Denis Healey, Chancellor of the Exchequer, told the TUC that as well as cancelling the increase, the Government would give £15m more for training and job creation.

The local authority associations are concerned at the loss of the 5p increase on meals. I.e.s.s. prepared their budgets for the current year on the assumption there would be an increase, even though Mr Healey, the Education Secretary, did not announce the amount until February.

The associations said that Healey's decision had disrupted rate support grant calculations, which the I.e.s.s. had planned to budget.

The Association of County Councils wrote to the Government last week asking for more than £10m to cover the cost of the I.e.s.s. which will not have to cover the cost of the loss of income.

The associations planned to raise the matter at Wednesday's meeting of the Consultative Council on Local Government Finance and hoped to be given the assurance they had demanded.

DES cash for nursery research

Nursery education was given some much-needed encouragement this week when the Department of Education announced a new research project, said Miss Margaret Jackson, the junior education minister, at a sympathetic reception to a delegation from the National Campaign for Nursery Education.

The news comes at a time when 33 local education authorities have turned down their allocation from the Government this year for nursery building projects.

The latest DES research projects will be carried out by Leeds University and the University College of Swansea. This means the DES are now funding six nursery education research projects.

The Leeds project will look at the role of trained nursery assistants in developing children's use of language. It will be directed by

Dr Juan Trough, at a cost of £10,000 and will run for three years. Mr Maurice Jackson, reader in education at Swansea, will carry out the early education of handicapped children, particularly four-year-olds, in two local authorities. The research will take two years at a cost of £40,000.

The Department's nursery education research programme was set up after the plans to expand nursery education were announced in the 1972 White Paper.

A spokesman for the National Campaign for Nursery Education said they were encouraged by the DES projects.

Points they raised included the need to correct the under-representation of working class children in nursery education, the importance of working class parents in nursery education, and the need for a system of finance for nursery education projects.



Heritage: Lord Wolfenden presents prizes to one of this year's winners of the Caxton Heritage award scheme which aims to increase schools' interest in their local museums, encourage project work on them and raise the standard of guides. Bristol Grammar School won the top prize of £250 in book tokens for producing a guide to St Nicholas Church Museum. Alayne's Comprehensive School, Stone, Staffordshire and Horsham High School were runners-up.

Stay-away children set social services poser

by Jane Feinmann

At a meeting last week the Inner London Education Authority and Camden social services department tried to find a way of helping children who will not go to school. Twenty-five children on the Register of Eaters are regular truants, and four of them refuse to go to school at all. Instead they hang round the local community advice office or a nearby play school.

Social service workers say they cannot ignore the children, and that they must be helped, but they do not want to invade the ILA's territory.

Mr Kenneth Irwin, director of Camden social services, said: "There is a clear responsibility for the ILA to ensure that all their children go to school, and we do not wish to put up our own counter show. But there are kids in Camden for whom staying away from school, while it is perhaps not acceptable, is a natural way of life, and we do recognize their existence."

In fact, in one or two parts of Camden, in West Hampstead, we have had to set up support groups with the ILA.

It really appears that school is a non-experience for the children, and I am certainly keen that the social services provide some kind of resources and support, although this must not cross ILA lines."

Disabled need advice centre

A national information centre for physically handicapped children is urgently needed, a conference organized by Action Research for the Crippled Child decided in London this week.

The Reverend Gerry Blishton, North London Polytechnic, said that one of the organization's committees, that for writing and reading aids for the paralysed, should investigate the possibilities of setting up a centre.

The centre would have several functions. It would demonstrate and exhibit aids, develop and assess new ones, publish information, answer queries, hold conferences, and parents and review policy.

Mr A. Morris, Minister for the Disabled, said they must not fall into the trap of regarding hardware as the solution to all problems of handicapped children. Equipment

Welfare officers demand bigger fines for truancy

by Frances Hill

Parents who keep their children away from school should be fined up to £100, according to chief education welfare officers.

At the National Association of Chief Education Welfare Officers' annual conference in Bournemouth this week delegates voted by a two-thirds majority in favour of a motion that "The maximum financial penalties which can be levied by magistrates' courts under the provisions of Section 40 (1) of the Education Act, 1944, are now wholly inadequate and should be substantially increased."

Mr Philip Gunn, chief education welfare officer, Bedfordshire, proposing the motion, said that a maximum fine of £100 for a first offence "might not be unreasonable." It is £10 at present.

Mr Harold Artist, of Berkshire, said that in some cases "parents are shirking their responsibility" and should be brought to court. Social workers were ignorant of the law and unwilling to use it.

In her address to the conference, Miss Margaret Jackson, the junior education minister, touched on the question of whether educational welfare officers should be incorporated in local authority social service departments, as recommended by the Seebohm report.

"It is now apparent that a decision has been made and that a clear need is seen for a social work service involved with the child as pupil and able to act as a link between school and home," she said, implying that the Department of Education and Social Security have accepted the fact that, despite Seebohm, local authorities as a whole have decided to retain educational welfare officers as an independent service outside social service departments.

A delegate spoke for the conference when he said that these were "words we've been waiting to hear." Miss Jackson promised that the report on manpower and training for the social services, to be published shortly by the DHSS, will give "nothing of the handmaiden view in what is said about your role."

In his presidential address, Mr E. Maxwell said "I firmly believe

that as a profession we were fortunate that the service of education was fortunate, and ultimately the children being educated were fortunate—that the education welfare service survived the Seebohm concept, of an all-embracing social work agency."

In a closed session on Tuesday, the conference agreed that a working party which is considering the formation of a new association to replace the association of Chief Education Welfare Officers and the Education Welfare Officers' National Association should continue to hold talks. At their conference earlier this month the Education Welfare Officers' National Association approved the working party's report, recommending the formation of a new association.

"EWONA's commitment to the proposed new association is total," said Mr George Dean, of this association. "EWONA have put the ball in the chief education welfare officers' court."

The chief education welfare officers are divided over the proposal. They will discuss it at their three regional conferences, to be held in the next few months.

Many local authorities do not know the total number of pupils suspended from schools in their area, Mr Harold Artist, chief education welfare officer, Berkshire, told the conference.

Questionnaires completed by 23 local authorities in an association survey on bullying, suspensions and violence in schools showed that some authorities find it difficult to estimate how many pupils are excluded or suspended at any one time, and for how long.

Among pupils recorded as suspended for a long time were some primary age children, and a "disturbing number" of children seemed to be permanently denied a place in school.

Mr Maxwell said "I firmly believe

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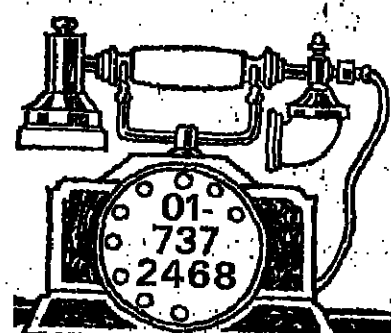
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Blame for jobs shortage laid at Houghton's door

by Philip Venning

The Houghton award to teachers was one of the main reasons for the shortage of teaching jobs for this year's college of education leavers, Mr Fred Mulley, the Education Secretary, said on Monday. He told the education subcommittee of the Commons Education Committee that the effects of Houghton had been impossible to foresee in 1972, when this year's leavers first entered the colleges. As it turned out, Houghton had meant that fewer teachers left their jobs than expected. This was good for education, but there were fewer vacancies for new entrants. Another result was that many married women who had left teaching now wanted to come back.

He was illustrating his opposition to the proposal that the Department of Education and Science should spend more time on long-term planning, and should have a group of officials devoted to nothing else. The annual public expenditure exercise meant that policy over the next five years was reviewed annually. Beyond that it was impossible to foresee all the contingencies.

A decision on the Layfield report on local government finance, for example, could affect education drastically, and upset any planning for the 1980s. It was impossible to separate long-term planning from short-term considerations. Planning in isolation, without taking into account the availability of resources, would be planning in cloud-cuckoo land.

Mr Mulley also dismissed the suggestion put by previous witnesses to the committee that there should be a parliamentary committee to review education, with the power to see internal research reports, minutes of meetings and other documents.

Miss Janet Fookes, MP for Plymouth Drake, and the committee's chairman, had said that all teachers were asking for was information on how decisions were reached. They wanted to see the "working-out"

In the same way that a teacher wanted to see how a pupil reached an answer.

Mr Mulley said it would create real difficulties if internal papers were published. They would give a misleading impression and inhibit consultation with outside bodies. It would also be hard to know where to draw the line. "Would you want to see the briefing paper I had before this meeting?" he asked.

Earlier Mr Mulley was asked if an education minister could adopt education policies that were distinctively his own, and not the work of the DES. He said that the DES for comprehensive school building was his personal policy. Mr Gerry Fowler, the Higher Education Minister, gave as examples the £1m for adult literacy and mandatory grants for HND students and adult students at long-term residential colleges. These, he claimed, were his own policies.

Mr Fowler rejected a suggestion that engineering students should get higher grants in order to take up empty places in higher education. Many of those now being admitted to engineering had the minimum educational qualifications, he said. They might not be scraping the barrel, but if the barrel was shaken only a few more students would fall out. Increasing the grant for engineering students would simply attract people away from mathematics and physics, which were also short of qualified applicants.

Mr Mulley said they were familiar with all the reasons for the swing away from science and also the tendency for people to shun jobs in manufacturing industry. But many of the solutions were not within their power.

One of the difficulties, the poor quality of school mathematics and science teachers had existed when he was a boy. In Parliament about 20 years ago he had proposed that mathematics and science teachers should be paid more, but he now realized the obstacles.



It's a friendly sit in - so far

Tim Albert visits Southlands, the first English college to join the jobs protest

Outside, facing the sparkling greens of Wimbledon Common and flanked by the grand houses of SW19, the banners tell the story: "Education cuts mean a dismal future for your kids." "Help support us." "We are occupying for an occupation."

Inside, in the elegant room used by the Duc de Vendôme (great-grandson of King Louis Philippe of France), the students of the Methodist Southlands College have been staging a sit-in. And so far at least - it's been a friendly affair.

Since Friday, the students' union have been occupying the administration block at the college. This means that they have taken over the telephone switchboard (fortunately they have found several students with previous switchboard experience), closed down the post room and taken over - night and day - those rooms formerly used by staff alone.

However, members of the administration are still allowed to administer. Telephone calls are still being put through and the mail is coming in - even though staff members have to collect it themselves instead of having it delivered to their rooms. They can no longer enter or relax on their own, but have to join the students.

It has also been the annual field week, with many staff and students away on field projects. Earlier this week, staff-student relations were still extraordinarily good. Miss Tunde called the principal, (breaking off to congratulate a student who had just given a stirring interview on the World at One) told me "The students are protesting about future conditions and immediate conditions. These

are very sensible things to be concerned about, and they are doing it in a very responsible way. It's all very sound and very well thought out. The students are intelligent and well informed - just the kind of students I want us to breed.

"I think they can win if we can find any way of helping the teachers. They have no choice but to start teaching at the beginning of next term. "Someone has had to apply 47 times. It is extremely bad - the worst it has ever been."

"Three years ago I wasn't like this at all. When I came into teaching, I was told it was a safe profession, that nobody would be made redundant, that nobody would be out of a job. ... It's the frustration and demoralizing effect of getting so many rejections."

The Southlands occupation was the first in England to support the Scottish colleges. The students explained that they did not want a harm relations with the staff, but that they hoped their action would influence opinion outside and have been organizing teams of speakers and leaflet distributors, and have made quite an impact in the newspapers and on radio and television.

But with objectives that, in the short run, are virtually unobtainable, the students must decide whether they can climb down without losing face (a difficult task at the best of times) or hang on and risk the wrath of staff and failing their examinations.

What is certain is the longer the sit-in goes on, the less likely it is to keep its remarkable amicability.

Two had not replied; the other had turned him down. "At the moment I am rather pessimistic. I'm having to make alternative plans. My major subject is in drama, so I might have to go into the theatre instead."

Miss Janet Howes, a 21-year-old third-year student from Chesham, said that out of 250 students due to finish this year, only 35 had found jobs so far. At the moment she expected that 100 would be able to start teaching at the beginning of next term. "Someone has had to apply 47 times. It is extremely bad - the worst it has ever been."

"Three years ago I wasn't like this at all. When I came into teaching, I was told it was a safe profession, that nobody would be made redundant, that nobody would be out of a job. ... It's the frustration and demoralizing effect of getting so many rejections."

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Heads answers councils' call to open doors to community

A local government report out this week wants the community to make more use of schools, colleges and other public buildings.

The report, *Towards a Wider Use*, is the work of a joint working party of the Association of Metropolitan Authorities and the Association of District Councils.

It deals with the two aspects of joint provision and dual or multiple use of schools and other premises. Local authorities are told how to save money with existing buildings, rather than spend it on new, enterprising ones.

The report claims that "the use of schools for community purposes is not a new idea. It has been a part of the life of the community since the first school was built."

"This week, the National Association of Head-Teachers said they did not object to the general idea of more community use of schools."

However, we would call for a recognized set of conditions for people using school buildings, accompanied by an indemnity form signed by the head-teacher, under which they accepted responsibility

to make good any damage done to the building.

Mr Brady, said the headteacher's basic function was to run a school during the day. If additional usage was not properly controlled and safeguards were not built in, the head's ability to do the job would suffer. The NATE had heard of many cases where pupils' work displayed in classrooms had been disfigured by groups who used the school in the evenings.

A spokesman for the National Union of Public Employees, whose members include school caretakers, said they have never objected to the wider use of schools by the community, as long as the rates of pay were adjusted accordingly.

"We have been arguing for some time that caretakers' pay should not be judged on how much the school is used."

The report puts great emphasis on creating mutual trust and confidence between the people involved in new educational developments.

Criticism of caretakers, says the report, is frequently based on ignorance of what their job entails. The report suggests that caretakers are unfairly cited as the major obstacle to new or increased dual use of educational buildings.

Tory MP attacks student protest

Conservative backbencher Mr John Stokes (Halosowen and Stourbridge) failed in the Commons on Monday to get an emergency debate on the call by the National Union of Students to students in England and Wales to occupy their colleges in protest against teacher unemployment.

"The rule of law is challenged," he said, "and if these occupations were to be ignored by Parliament we should be failing in our duty to uphold the law."

He added that while students were engaged in sit-ins, taxpayers' money was being wasted, quite apart from any physical damage which might result.

Fifty-eight thousand teachers were currently being paid, he said, while 100,000 were unemployed. He said that the Government should be doing more to help the unemployed teachers.

There was no exact relationship between a given number of teachers and the elimination of classes over a certain size, he said. Much depended on the distribution of pupils among schools and how the schools were organized and those to deploy their teachers.

'No views' dons keep quiet on 16-plus

by David Walker

To the vocal dismay of some of their members, the council of the Association of University Teachers decided last week at its biannual meeting in Newcastle-upon-Tyne against expressing any opinion on the Schools Council's proposals for a common exam at 16-plus.

Mr G. R. West, from London University's central administrative staff, said the fact that discussion of the Schools Council's plan had been squeezed into the last few minutes of the conference was "a disgraceful omission". His allegation that the Schools Council wanted to remove control of school exams from the universities was greeted with cheers.

However the association's representative on the Schools Council, Professor Bill Wallace of the New University of Ulster, said the Schools Council plan for the 16-plus would get detailed consideration in the next 18 months.

"Our real crunch point is 18-plus, and we will have enough time for a full scale discussion on the future of a level if the Schools Council sticks to its plan to report during 1977."

He went on to claim that discussion about 16-plus exams tended to reflect the interests of the specific professional groups involved, rather than that it was not always one of "high academic principle".

"You don't have to be apologetic to be on the Schools Council, but it helps," he added.

A controversial motion from Manchester University which supported the 16-plus was defeated, and it joins a long list of topics on which the AUT decided to express no view. They include motions on pay policy, new plans for restructuring salaries, regional allowances, and a University Grants Committee scheme for the future of university libraries.

However the council drew together on the question of the AUT's affiliation to the TUC, which after a big vote by the academics in favour, is likely to go through in November. Dr Robert Thomas, of Newcastle University, and the re-

thing president, said the AUT could create a kind of university support club within the TUC.

"The TUC represents a considerable proportion of the population and is as concerned for their social and educational welfare as for their wages, and I hope that our main purpose in joining is to reach these people through their representatives. If that is 'unprofessional', then so be it."

The AUT's delegation to the TUC will include Sir Edward Britton, emeritus general secretary of the National Union of Teachers now researching at Sheffield University. Their message will be that the universities give value for money, they have the lowest drop-out rates in the world and a staff-student ratio little different from that in school sixth forms. They also maintain the highest international standards.

The AUT's attitude to pay policy hinged on the righting of the wrong allegedly done university teachers during last year's salary negotiations. The meeting agreed "that any new pay policy is unsatisfactory unless it contains provisions for the rectification of the salary injustices occasioned by the terms of the introduction of last year's national pay arrangements set out in the Government's White Paper."

According to Mr Laurie Sapper, the association's general secretary, the AUT will note the existence of the policy and their delegates to the TUC will abstain in any votes on the question.

On the cash limits in future public spending imposed by the Government, the AUT will cooperate with their fellow trade unions in education to fight redundancies. Their own action to lighten the workload of staff would be to impose an intake quota on student numbers for the academic year 1977-78. The number of courses would have to be cut, too, although this option in universities such as Cambridge and Nottingham has the blessing of the University Grants Committee. The AUT also want to take part in discussions about the size of the universities grant before the final settlement is made.

Pressure off university places in 1984

Primary school children stand a better chance of going to university than ever before. This emerged last week when the Committee of Vice-Chancellors said that they were already discussing the effects of the falling birth rate on higher education.

Between now and the early 1980s the total number of 18-year-olds in this country will rise. At the same time more pupils are likely to stay on at school, and the universities expect a big increase in applications from women because of the cuts in teacher training. As a result it is likely to become more difficult to get into university.

After 1983 the pressure for places should ease off for at least 13 years. The vice-chancellors expect that after 1983 more places will go to mature students and post-experience students. They have therefore asked the University Grants Committee to start publishing detailed figures on post-experience and extramural students at British universities.

One million latch key kids

More than one million children have working mothers who cannot look after them, claims a report published last week by the National Educational Research and Development Trust.

The third issue of *Childminding: Action Register* wants local authorities to do more than register and inspect childminders. They should offer proper support to registered and unregistered minders and stop "penny pinching".

Thirty-four authorities now provide a decent back-up service, compared with 13 a year ago. However, the report says the present situation is still "utterly miserable", both in childminding and other forms of day care. The best authorities were Kent and Tameside and two inner London boroughs, but there was a "grotesque imbalance" between the north and south of the country.

Childminding: Action Register, the National Educational and Development Trust, 32 Trumpington Street, Cambridge.

Lords query Government's exam plans

by Alan Wood

The Government had no plans to abolish external exams, favour of Mode 3 exams, Lord Donaldson of Kingsbridge, Minister of State for Education and Science, said in the House of Lords this week.

He was replying to the short debate which arose when Lord Belmont, a former junior education minister, asked if the Government had made any judgment on the Schools Council's proposals for a common system of examining at 16-plus. Their recommendation was, he said, controversial, and it would be perilous to introduce a new 16-plus exam before a decision had been made on sixth-form exams.

Lord Belmont said that it was recognized that the dual system of exams should be changed, comments received by the Schools Council showed the widespread belief that the 16-plus would not assess ability of attainment objectively.

The Education Secretary, not the Schools Council, made the decisions on major examination policy. Mr Mulley had already said he must wait for the council's formal submission of proposals before he could comment. The proposals were not as far as was known, in a final form and they might change quite a lot.

The Schools Council had been considering the 16-plus for 10 years and much thought and money had gone into feasibility studies. It would be absurd if the Education Secretary did not give the proposals the greatest care and attention.

Mr Mulley would also consider comments on the 16-plus by numerous interested parties. Lord Donaldson said that more than 1,000 comments had been received by the council. This did not rule out further consultations if Mr Mulley wanted. Others could only give advice; the final decision rested firmly with the Secretary of State.

The universities, still, believed that the 16-plus school-leaving exam was a complicated situation and advice, coming from every direction, was contradictory. One

other exam which qualified those adolescents who stayed on to apply for a place at institutions of higher education. If the present system were so destroyed and A levels or their equivalent disappeared, the universities would have to impose an entrance exam.

Lord Belmont said that the Education Secretary was aware of the need for an exam at 16-plus which qualified people for university entrance and other careers.

Tracing the history of O level and CSE, Lord Donaldson said that as early as 1969 the two exams caused difficulties. There was a difference between a common system of examining, which was what was proposed in the Schools Council report, and what was usually called a "common exam".

The Education Secretary, not the Schools Council, made the decisions on major examination policy. Mr Mulley had already said he must wait for the council's formal submission of proposals before he could comment. The proposals were not as far as was known, in a final form and they might change quite a lot.

The Schools Council had been considering the 16-plus for 10 years and much thought and money had gone into feasibility studies. It would be absurd if the Education Secretary did not give the proposals the greatest care and attention.

Mr Mulley would also consider comments on the 16-plus by numerous interested parties. Lord Donaldson said that more than 1,000 comments had been received by the council. This did not rule out further consultations if Mr Mulley wanted. Others could only give advice; the final decision rested firmly with the Secretary of State.

The universities, still, believed that the 16-plus school-leaving exam was a complicated situation and advice, coming from every direction, was contradictory. One

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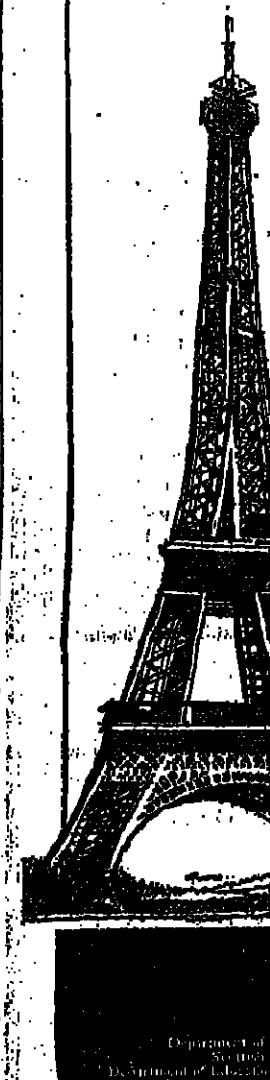
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Hilary Finch joins teachers on a course to find out how the National Gallery can help schools

Art of the possible

The first painting I ever looked at properly was Van Eyck's Giovanni Arnolfini and his wife. Surrounded by easels and powder paints in the school art room, the picture was projected, in almost full daylight, on to a wall. Last Friday I saw the painting again, not only the original but also an X-ray which showed Arnolfini's hand in two positions, one at a slightly higher angle than the other.

It was in the photography room at the National Gallery at a three-day course, "Looking and learning: education through paintings", intended to familiarize teachers with the workings of the gallery and with the various ways in which it can be used in education.

Things had changed at the National Gallery since my fourth-form days. We had graduated from the Van Eyck on the wall to a bewildering walk around the gallery's Dutch room, a visit to the Leonardo cartoon and out again into the fresh air. Now four schools a week are entertained and kept busy with lectures, illustrated quiz sheets, holiday projects and, soon, a workshop in which to explore colours, pigments, shapes and to watch live artists at work.

It is all part of the National Gallery's aim to work with teachers to nurture the visual imagination of children to focus and cultivate it through paintings. In this way they hope to educate visually younger members of a society in which, as Michael Levey, director of the National Gallery, put it, the visual arts are "neglected, misunderstood, and often openly despised".

The very ease of experiencing a painting compared with the time spent by schools and by the press on talking about literature and music may well be the source of an underlying lack of respect for it, he said. Mr Levey believes the fundamental work of the gallery is to ensure that paintings are accessible, both physically and in less tangible ways—and the course was directed to investigating some of these ways.

Behind the scenes, conservation, cleaning, restoration and scientific analysis goes on to make the picture physically accessible. In the photographic room, infra-red and X-ray techniques are used to discover sketches and retouchings. In a room full of medicine chests of oils, varnishes and paints, restorers are removing

layers of varnish, dirt and even coats of paint to find—in one case—a hidden God in a cloud, to which the eyes of St Stephen had hitherto been mysteriously directed. (A previous owner had painted it over because he believed pictures of God were blasphemous.) In the framing department, pictures are ironed out and new canvases are added to the back to strengthen and stretch out irregular surfaces.

But most of the course concentrated on the steps which the National Gallery are taking to further those "less tangible" ways of bringing paintings to children and adults. There were also discussions and practical sessions in which teachers could appraise the gallery's ideas and go on to plan their own projects and schemes.

A new children's workshop will open next month in which children can look, watch and do. For the first time, "colour" there is a nineteenth-century grinding set which shows how artists made their own colours, a magnificent colour box, a sliding wheel to demonstrate what happens when colours are mixed—and plenty of room for children to experiment and splatter the new carpet. There is a seminar room for

older children, and lectures go on all the time, covering subjects like the Renaissance in Northern Europe, British painting in the National Gallery and Monet's garden.

By the end of the last day of the course the teachers had given educational staff at the gallery plenty to think about for the future. Suggestions bubbling over from course members proved that the National Gallery had only just begun. Working models, workcards, more emphasis on scientific and technical aspects, more guidance for teachers, figures of paintings, slide series of the steps of a picture's journey from its owner's hands to the gallery wall were only a few of the ideas put forward.

And throughout, from Michael Levey's introductory appeal for a visually literate society to the last word of the discussion, there was a sense of urgency. It may be quicker and easier to experience paintings than literature and music in one sense—pages do not have to be turned, performances do not have to be staged—but the gallery's efforts and the country itself showed clearly just how much discipline and effort are needed to capitalize fully on the enjoyment painting has to offer.

The spell of the back seat Driver

Tom Driver, the 63-year-old general secretary of the National Association of Teachers in Further and Higher Education, has the reputation of being the toughest general secretary in the teacher trade union business. He may not appear on television as frequently as the others, and he shuns the columns of the educational press, but the reputation is there.

It is his manner, more than anything else, that contributes to the image. Gruff, no-nonsense, gravelly-voiced; a north country dialect which is easy to understand in conversation, but which leaps into occasional obscenity when he delivers a rabble-raising address or takes some unfortunate delegate at his annual conference to task. At those times, you can feel the power in the man even if you cannot understand him.

This public speaking style is enough to frighten any lecturer, even one who has to deal with a rabble of further education students. It starts with muted, rumbling preamble that works up into a roar. As Tom Driver turns up the volume, his audience stops shuffling, becomes quieter and is almost mesmerized. He sits down and the spell is broken.

Of course, it is a good traditional classroom technique, probably adopted by most of those who have seen him do it. But it must come as a shock for them to be on the receiving end. Tom Driver has been using the technique for a long time.

Tom Driver comes from Barnsley, Yorkshire. He went to Sheffield University on two scholarships and came out with an honours degree in English and French. He spent some time at the Sorbonne in Paris, and was active in student politics at home.

He was out of work after leaving Sheffield in 1935, but eventually got a part-time teaching job, then a full-time one. After two years as a geography master, he had gone back to Barnsley by this time but then continued his travels inside Yorkshire to a junior technical school in Keighley in 1942.

For three years he taught English. Then he moved back to Barnsley again and then to Lancaster Technical College, where he had responsibility for developing adult education. After three years of that he transferred to the general studies department and became head in 1965.

You can take it that Tom Driver likes the north of England. He's going to retire to Dorset, he says, but he's going on a trip round the world anyway before giving up the job next summer.

He has been globe-trotting before, though. As general secretary of the 65,000-strong association, he has travelled many international journeys and is secretary of the vocational and technical committee of the World Confederation of Organizations of the Teaching Profession.

Tom Driver started attending the conferences of the Association of Teachers in Technical Institutions (ATTI) during the war. ATTI and Association of Teachers in Colleges and Departments of Education (ATCDE) were formed in 1965. He remained on the executive, until he became general secretary in 1969. Ted Atkinson was his predecessor.

He started with three ambitions. Salaries had to be put right, national conditions of service had to be agreed, and professional unity had to be fostered.

He believed the first has nearly been achieved. "After years of effort we have largely succeeded as a result of Houghton," he says. The second has definitely been achieved. "We have many more know, easily by many hours a week, they are expected to teach, how many weeks a year, long term, mature holidays are the union and local authorities



"I don't have a desire to be a public figure. I don't believe it is in the interests of the association."

The first annual conference of the National Association of Teachers in Further and Higher Education, formed out of the ATTI and ATCDE, opens in Buxton this weekend. STEPHEN COHEN talks to the man who saw the merger through

have also agreed on time off with pay for union officials and time off with pay for their training.

The third aim is nowhere near fruition. Tom Driver wants one great trade union for all the teaching profession — "from nursery teachers to university dons".

He has gone some way towards it. The merger of the ATTI and ATCDE was both politically and professionally desirable. With colleges of education disappearing into polytechnics and technical colleges, the ATCDE would have been left stranded if the merger had not gone through. The general secretary of the ATCDE, the late Stan Hewitt, wanted it, Tom Driver wanted it and, in two ballots, their respective memberships voted for it.

Nearly 2,000 teacher trainers who did not belong to a trade union have now joined NATFHE — some testament to the credibility of the new association. And soon he will lead them into the TUC.

But what about this conglomerate trade union? "It's not a pipe dream," he says. "Sooner or later teachers will get this. If they don't, eventually they will be back to the situation pre-Houghton." He says it will not happen in his lifetime but teachers will realize what division leads to.

But it was during Tom Driver's time as general secretary that the rival organization sprang up to ensure his polytechnic members. Although the Association of Polytechnic Teachers, with 3,000 members, has little representative power on the influential bodies in the higher education world, they have been a thorn in the union's side.

The ATTI have used their influence within the trade union movement to hinder the growth of the APT. Requests for recognition from local trades councils have been rebuffed after ATTI pressure and the APT have been resisted in colleges.

Tom Driver believes the time is ripe for further initiatives for professional unity. The economic crisis could help as it might make teachers

think they should be part of a larger organization. Such a grouping would be a major political force in the country. It might not have much industrial muscle, but would have political strength far greater than its proportional numbers.

The proportion of teachers active in politics, particularly locally, is greater than in any other section of the community, Tom Driver says. "United, they would be very powerful and the Department of Education would be unable to ignore them."

The leader of such an impressive union would have all his time cut out trying to maintain unity, I suggest and he agrees. Would that leader be from the left?

"Anyone who is going to lead a union, advance the service and look after the interests of the members must be left of centre," he says. Tom Driver is definitely left of centre. He is a member of the Communist Party and is on the party's advisory committee on education. He probably knows more about Marxism than all but 10 people in the country, but steers clear of questions around the topic.

"The test of one's position is not one's political views; it is how well you do the job. The success of a trade union depends on its ability to give service to its members."

And that is as far as he will go on his own political philosophy. In fact Tom Driver does not like talking about himself at all. He dodges all the personal questions, almost as if he does not want to be charged with cultivating his personality.

"I haven't got a public charisma. I don't relish the public side of the job. I don't have a desire to be a public figure. I don't believe it is in the interests of the association. The less that is said about people and personalities, the better."

He does not see what possible interest there could be for anyone to read about him, and so returns to trade unionism.

He has succeeded in rebuilding the membership since 1969. "Thanks to the work of the lay officers and regional officials, the association is pursuing a policy which is winning the support of teachers in the colleges."

The next major issues are the development of adult education, continuing education, retraining and non-vocational education. He agrees that trade unions have to exert pressure to achieve all this.

But he will not be around to see it happen. Although he is looking forward to retirement, he dreads the going. "I'm terribly embarrassed about having to make farewell speeches. All I would like is a vote of thanks and a round of applause. I'd like just to fade away."

I hope so, I think. I know I've made some contribution to the development of the association.

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Observation centre in full use

After years of frustrating delay the children's centre of the National Children's Bureau, in Islington, North London, is now working fully.

Dr. Barnardo's made a grant for the centre in 1970, but the bureau did not move into its new buildings until two years later. And Mr. Robert Page, director of the children's centre, did not take up her post until October, 1974.

According to the bureau's annual review, published this week, the centre has observation and recording equipment, including video cameras, and two-way mirror.

One hundred children, who work in units of disruptive children, have been invited to watch video tapes of disruptive children made at the centre. The bureau and the London Education Authority hope to extend such opportunities to teachers, social workers and local agencies, some from all over the country, to take part in seminars and discussions and to watch films.

One hundred children in full-time attendance at the centre, the review also states, are to be interviewed about their experiences. They are to be interviewed about their experiences. They are to be interviewed about their experiences.

The review also states that the centre has been used for other purposes. It has been used for other purposes. It has been used for other purposes.

Three new research projects have started recently. The largest, which runs for two years and is sponsored by the Department of Education and Science, is studying the employment of handicapped school leavers.

This project will explore the reasons why 450 16 to 18-year-old handicapped people succeed or fail to get a satisfying job. It will look at further education, training, family circumstances and the use and availability of services.

The study was commissioned by the Warnock Committee, set up in 1968 to investigate the needs of handicapped children. It will be included in the evidence on which Warnock will base his recommendations.

A second project is investigating the development of illegitimate and adopted children by the age of 11. The findings of this project will be published shortly. This report will try to link playground organization and the development of children's social skills.

The findings of this project will be published shortly. This report will try to link playground organization and the development of children's social skills. The findings of this project will be published shortly.

Legal obstacles block the way ahead for new HE institute

A new institute of higher education in Gloucestershire cannot get the go ahead unless new legislation is passed by Parliament. Mr. Gerry Fowler, the Higher Education Minister, has told Gloucester education committee that he cannot approve the institute until the law is changed. As there is doubt as to whether the institute can be legally constituted, Mr. Fowler said the committee cannot appoint a director.

The legal difficulties centre on the merger of six local authority and church colleges to form the institute. The Charity Commissioners will not allow the church colleges to enter into the agreement because they are not happy with the plans.

Mr. Fowler said the Department of Education and Science agreed with the commissioners and were exploring with them the possibility of amending the Education Acts to remove legal obstacles.

In his letter to Mrs. K. Popham, chairman of the education committee, Mr. Fowler said: "At the present stage it is not possible to say whether legislation could be drafted to give effect to this proposal or, if so, when it might be possible to submit it to Parliament for its approval."

"I do not think that, until we are clearer about the possibilities of legislation and the sort of institutional structure which could be created under it, it would be prudent to pursue any further work on the formulation of a constitution for the new institute."

Equally, because we must be clear about the possibilities of legislation and the sort of institutional structure which could be created under it, it would be prudent to pursue any further work on the formulation of a constitution for the new institute.

Mr. Fowler suggests informal operation, based on an advisory governing council and academic board, and says he would not object to a part-time chairman of the board to carry out the duties of the director.

The education committee agreed last week to appoint a part-time chairman of the board. They have asked the DES to recognize the colleges' determination to work together.

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At the wheel: one of a group of craftsmen who have been travelling the country demonstrating their work in schools and public places. The scheme was run by the Crafts Advisory Committee.

Labour rebel slams 'con trick' cuts

Miss Joan Lester, MP, who resigned as junior education minister earlier this year over cuts in educational expenditure, attacked the Government last week for deceiving the public over public spending.

Her address to a trade union conference in London was her first major speech on education since she resigned in February. The conference, organized by the Council for Educational Advance, was attended by delegates from 15 trade unions.

Miss Lester said the Government's claim that the education service would not get worse, but stay the same, was not true. The White Paper on public expenditure was "a ridiculous con trick as far as education is concerned".

This year a third of the English and Welsh local education authorities had refused £5m of the £25m allocated for nursery education. Several more L.E.A.s had abandoned plans to extend nursery education. Miss Lester said much of her time at the Department of Education and Science was spent trying to persuade L.E.A.s who had not taken up their allocation to change their minds.

"The argument that the cuts are not real cuts but only cuts against further development is nonsense and we all know it is nonsense."

Teachers are not being replaced, pupil-teacher ratios are worsening, building maintenance is being cut, rationalized, artificial means, for example, are being used in school meals, and libraries and the youth service feature prominently in many of the local authority cuts.

"We have got to counter the deception that educational cuts are not really taking place. If the cuts last year were not real, I shudder to think what will happen when the cuts in the White Paper begin to bite."

It was estimated that 15,000 teachers would be unemployed by the end of the year. The cost of training a teacher was £7,000, so approximately £100m had been spent on training teachers who could not find jobs. Yet we are cutting back on education expenditure in order to pay their unemployment money.

"In actual fact, a teacher with two children who has not long been in the profession, will draw almost as much in unemployment pay and other benefits as he could earn in teaching. Where is the logic?"

Miss Lester said that when the working group of the Labour Party was preparing policy, they assumed that the fall in the birth rate would mean more teachers for such things as remedial education. This was not now going to happen.

"I did not come into the Labour movement, nor indeed get involved in education, to defend a policy which said things will not get worse. Education needs a huge investment of money that it has never had."

Mr Bill Bowden, chairman of the CFA, told the conference that education would be completely cut in some parts of the country in two to three years unless measures were taken to stop present plans by some education authorities. Because of the shortages and the consequent policies and cuts in education, today massive sums of money would be needed to put things right.

Mr Fred Jarvis, general secretary of the National Union of Teachers, called on the Government to employ unemployed teachers. In spite of large numbers being unemployed, he estimated schools would be short of 3,000 teachers of specialist subjects by the end of the year.

Mr Tom Driver, general secretary of the National Association of Teachers in Further and Higher Education, said the Government had downgraded public expenditure and "downgraded the education service more than any other". The adult education service, which was in real danger, had proved to be "the most socially useful part in the education service".

'Satisfaction' of vandalism

Vandalism is increasing and will get worse because schools do not give frustrated young people any purpose or excitement in their lives, according to Professor Stanley Cohen, a sociologist at Essex University. In the latest Bulletin of Environmental Education, he says society is trying to stop the acts of destruction committed by many young people as the only solution to their hopelessness and emptiness of their lives.

Working-class boys went through school without absorbing any of its values or aspirations. They felt the school was trying to turn them into something they were not and retreated intoullen resentment. They felt alienated and they could not find their education left them unfitted for anything but tedious, dead-end jobs.

"They could not afford the new teenage leisure culture, but its glamour image meant traditional football and pub pursuits of the working class, and young clubs could not compete."

"What the young person wants, of what society, really, he wants, is to want cannot be reached. He doesn't have enough money to participate even vicariously; he doesn't have the talent, luck or contacts to make it directly."

So he turns to vandalism, "manufactured excitement as a release from the problems society has created for him". In the found satisfaction, the right amount of risk, excitement, action and a sense of control.

Society responded to this in different ways, varying from moral denunciation to technical solutions, including telephone boxes that automatically lock-in anyone damaging them or a new graffiti-free, D.W.R. (dirt, water, remover). Anti-vandal education programmes, Professor Cohen says, have no effect on the opposite of that intended.

"An expensive 'anti-vandalism' week in Birmingham a few years ago made no impression at all on the vandalism rate, but during the week 500 metal badges bearing the slogan 'I am lending a hand to stop vandalism' were stolen."

Wider appeal for community work volunteers

Voluntary community work should be available to all young people irrespective of social or educational background, say the National Working Party of Young Volunteer Organisers in a policy document published last week.

Community service now employs sizes "the rights and responsibilities of young people to participate in community affairs", they say. As well as being appropriate to the needs of the community, it should enable volunteers to take initiative and decisions and to reflect on their experiences. This means that they must be properly prepared and supported.

Voluntary work should also encourage the community to develop its ability to act on its own behalf rather than provide a service which reinforces dependence on others.

"They call for more official recognition of the contribution of young volunteers to the social order and the inclusion of voluntary work in youth and community work courses."

They recognize that volunteer work is closely allied to the education system, and social service. Four of the 110 young volunteer organizations in the country, they say, are fully integrated into local education authorities.

Safety first, say ASE

by Bob Doe

Now recommendations for safety measures in school laboratories are made in the latest bulletin of the Association for Science Education at Work Act, 1975. These include protective goggles for all pupils, protective clothing for staff and liquids, all provided by the local education authority, not out of a school's science budget.

How the Act will affect the schools is still not clear. It came into force a year ago but it will probably take months to work out in practice, say the ASE.

In the meantime they recommend sticking to the standards laid out in their 'School Laboratory Safety in the Science Laboratory' published by the Department of Education and Science. This is out of print at the moment.

The Association's health and safety committee have also made some additional recommendations for "guard" teachers and staff from prosecution. Highly inflammable liquids should be kept in a bin or cupboard which has a fire resistance of at least half an hour. This should be sited in as safe a place as possible, preferably outside the building and well away from the exits.

Of mice and men — and genes

Science diary

by

John Maddox

Excitement continues about the genes responsible for the incompatibility of different people's tissues. The signs are that the cells of all vertebrates carry on their surface protein molecules which are specific to the individual and not just the species concerned.

If cells from one animal are transplanted to another, the recipient's immune system will set out to destroy the cells just as if they were foreign bacteria. But this does not happen when the individuals concerned are identical twins, which by itself goes to show that the proteins which distinguish the cells of different individuals are genetically controlled.

The protein molecules are called the histocompatibility antigens. The genes responsible for their production are now known to lie on a particular part of the human chromosome numbered six, and called the major histocompatibility locus. Part of the excitement of the past few years has been the recognition that the same region of the same human chromosome also contains genes which determine a person's susceptibility to certain diseases, especially auto-immune diseases. Nobody knows why this should be, although it is clear that an understanding of this point will show precisely how the immune defences of vertebrates function.

What is new is that information is now being gathered about the detailed structure of the histocompatibility antigen—specifically, about the sequence in which different amino-acids are strung together to make whole molecules. In the current issue of *Nature* (May 20), a group of biochemists and geneticists from the Medical Research Council's Laboratory at Cambridge, the National Institute of Medical Research and Oxford University describe one of the most successful attempts so far to tell how amino-acids are strung together in the antigen proteins. The results are suggestive, even startling.

First of all, it turns out that there is a close similarity between the detailed structure of one end of the protein chains made by several of the different genes responsible for tissue incompatibility. Nobody knows how many different histocompatibility genes are made by chromosome six, but more than 30 have now been well characterized, and little is now known of the chemical structure of perhaps half a dozen of these.

There is good reason to think that the ends of these molecules which have now been studied are the business end—those that stick out from the surface of living cells in whose outer membranes

they are embedded. It is beginning to look as if many of these may be chemically very similar, differing from each other only by the replacement of one amino-acid by another at various points along the protein chain.

It is also reasonable to suppose that the differences in the antigen molecules produced by different individuals will be of the same kind, although for the time being it is not clear where these differences are located along the length of the corresponding protein chains. In short, there is plenty of scope for explaining the enormous variety of antigen molecules which crop up in the human population.

The underlying similarity of these antigen molecules, each of them made by different genes, has a direct bearing on how the crucial region of chromosome six must have evolved. The most likely interpretation is that the genes concerned arose from some ancestral gene by a simple process of duplication.

That fits in well with how geneticists have been finding, in the past few years, prolific evidence for the occurrence of duplicated genes in the genetic apparatus of organisms of all kinds. But where these histocompatibility genes are concerned, there is a further twist to the tale. It turns out that the protein structures now described are also very similar to those of the corresponding antigens of the mouse.

This development raises a curious kind of puzzle for the evolutionists. In spite of the chemical similarity of the antigens, the histocompatibility systems of mouse and man are distinctly different from each other. So the question is whether the process in which the histocompatibility genes were duplicated several times in man and mouse came after or before the evolution of these different species from a common ancestor. That is

a puzzle that remains to be determined.

Developments such as these point to the remarkable way in which molecular biology is turning the study of evolutionary relationships into what is almost an exact science. Until recently, it was necessary for those who wish to study the evolutionary relationships between two different species to work almost exclusively with their qualitative, and necessarily subjective, notions of how similar or different two species of animals may be. It is sometimes easy enough, of course—the similarities between the primates are sufficient to distinguish them as a group from all other kinds of animals, for example. But molecular biology confirms this relationship in a dramatic fashion. Here is one example.

The haemoglobin molecules locked up in the red blood cells of primates are complexes of four different protein chains, between them enclosing atoms of iron. By now there is a wealth of information about the detailed chemical structure of these protein chains. And when comparing the normal haemoglobin of human beings and chimpanzees, it turns out that three of the four protein chains are identical with each other. The differences between the species, such as they are, reside only in the fourth protein chain.

The differences between the haemoglobin molecules of human beings and other primates are often much greater with the result that it is possible to construct phylogenetic trees which are based on facts rather than surmise. That the results turn out to confirm what the old naturalists have always believed is a testimony to the skill and patience of the classical biologists.

The notion that the evolution of different species is marked by the evolution of protein molecules with different chemical structures is a powerful one, but the experience of the past few years has shown that some protein molecules are more prone to change than others. And running through the evidence which the molecular biologists have accumulated are some remarkable exceptions to the rule that different species have different protein molecules.

The most remarkable exception is the chemical structure of the molecules called histones, which play a part in the structure of all chromosomes. Histone molecules of a particular kind have almost the same chemical structure, whichever species of animal or plant they are collected from. What this implies is that their function must be so specific that there has been no room for change since life began.



financed for this and it should not be taken from the science department's capital.

In the laboratory, the committee say, no more than half a litre of any one volatile flammable liquid should be kept on the shelf or laboratory benches and this must be labelled "highly inflammable".

The status of children under the Act is still not clear as it is largely concerned with employees. However, under section 3(f) of the Act the L.E.A. has a duty to persons not in their employ to ensure, so far as is reasonably practicable that they are not exposed to risks.

"This could be interpreted as meaning that pupils take part in activities where protective clothing or other safety equipment is necessary, then it is the responsibility of the L.E.A. to ensure that these are available."

The committee say local authorities should supply safety equipment, such as goggles, but that pupils' lab coats should be provided, the same way, he overalls are provided for domestic science and crafts, which is generally by the parents.

COURSES

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More career guidance urged as joblessness stays high

from Mike Duckenfield

STOCKHOLM

Special "careers days" for school-leavers entering work should be held towards the end of their final term to tell pupils how to look for jobs, how to use labour exchanges, and how they will be affected by employment laws.

This proposal, which would affect about 100,000 secondary and comprehensive pupils each year, has been made by the Government Commission on Employment and is one of the contributions to the intensive debate now going on regarding how to fudge the gap between school and working life.

In its preliminary report, *Work For All* (Arbete för alla), the commission also suggests more part-time school studies to be run in parallel with employment for 16 to 19-year-olds. A similar suggestion made by Mrs Lena Hjelm-Wallén, Schools Minister, would be to sandwich work and education in successive layers.

As proposed by a Ministry committee last year (TES, January 23), Mrs Hjelm-Wallén would like to see secondary education made more attractive by giving it a greater work-orientation and increased opportunities for part-time study.

The committee proposed that the school and work activities of all 16 to 18-year-olds should be monitored and youngsters guaranteed either work or course places during that time.

It also recommended the creation of short, work-oriented courses which could be linked up to make study programmes lasting a number of years with tuition in schools and adult education classes. A Government commission is now considering these proposals.

Faced with relatively high youth unemployment, moves towards greater school-work links are being strongly supported by pupils. The Swedish Union of Pupils (Sveriges Elevers Centralorganisation, SEC) has launched a campaign for more study and work guidance in school and a guarantee of work or study for all under-25s.

While overall unemployment is only about 1.8 per cent, that among teenagers is markedly higher and earlier this year the Government introduced measures designed to attract companies to take on jobless youngsters (TES, February 27).

Mr Olof Palme's minority Social Democrat Government is particularly keen not to let schools and youth unemployment become an issue in this September's elections.

Resent by controversies over the tax system—partly fired by the self-exile of film director Ingmar Bergman—the Government has slipped badly in recent opinion polls. These give the non-socialist opposition 54 per cent against the 43 per cent for the Social Democrats and Communists combined.

Douglas Morrison, recently in Salisbury, discusses the possibilities for the future of education in Rhodesia

'It's not going to be another Mozambique'

The future of Rhodesian education is a nightmare. Although the causes are common to all developing countries—rapid population growth and limited finance and resources—the nightmare is more dire because the Rhodesian Front Government has refused to accept its responsibilities for all sectors.

It is estimated that 40 per cent of black children never go to school, mainly because there are not enough schools for them. All white children do go to school. The ratio of blacks to whites in Rhodesia is about 20:1, yet Government expenditure on education per head in 1974 was almost 12:1 in favour of whites.

With a population growth rate of 3.6 per cent—about 40,000 African children a year more seeking primary education and with 50 per cent of the population under 16—any future Government hoping to introduce compulsory education for all would face enormous problems. The approach of the non-socialist sectors—the present white Government and potential future black nationalist governments—is, to say the least, inadequate.

Education in Rhodesia is based on a system established in 1966. It embodies a dual system where African and European children are separate and which effectively makes education for whites compulsory and free up to 15 and voluntary and partly self-financed for Africans. Blacks and Coloureds fall under the white sector.

The Division of African Education is committed to a seven-year primary course for all children within reach of a school followed by a four-year secondary course for about half the output leaving at grade seven.

In 1974 there were 776,963 in primary schools receiving some Government finance and only 33,690 in secondary schools receiving such finance. Some £23,762,572 (about £20m) was voted for that year, an average of just over £29 a head.

The Division of Education (which deals with whites, Coloureds and Asians) had 35,677 in primary, junior and infant schools and 24,970 in secondary schools in 1974. Its vote was £23,771,043, an average of just under £340 a head.

Based on the recommendations of the 1974 Lewis-Taylor Committee inquiry into African primary education the Division of African Education was committed to increase the intake at primary level, but to an increase in the numbers progressing to secondary level.

In fact, largely because the Rhodesian Government has determined that expenditure on African education will remain at its present level, 2 per cent of the GNP, the aim is to increase the proportion going into secondary school to only 25 per cent of those in grade seven by 1980.



Picking seeds out of sunflowers at Gosha School, near Salisbury, from the sale of the seeds contribute to the school's income.

Mr A. J. Smith, Secretary for African Education, told me that he had worked out the cost of providing secondary education for all children in grade 7 at the present time—about \$466m, a figure the Government would not consider meeting. Accordingly, it is no real surprise to hear the official attitude towards providing a fuller education system.

Indeed, Mr H. J. Beck, Mr Smith's number two, argued that Africans should practise better population control, to help reduce costs.

Given the limitations of finance and resources they are working with, these concerned with teacher training, particularly at the University of Rhodesia Department of Education, Institutes of education and their associated training colleges, are doing sterling work. They have expanded intake and output remarkably already.

But a future government intending to implement a full, free compulsory system of education for all will have to work from a woefully inadequate base.

The African nationalists inside Rhodesia are divided politically into two main factions—the one owes allegiance to Mr Joshua Nkomo and the other, the more militant, to Bishop Abel Muzorewa. But in terms of education what they want is essentially the same, as interviews with representatives of both clearly revealed.

A unified State-run system with equal opportunity for all. Free compulsory education to at least the end of primary school, and preferably further, depending on a realistic assessment of resources (Muzorewa faction) or up to age 16 (Nkomo faction).

Increased expenditure, up to as much as 20 per cent of GNP (Nkomo faction), made up in part by foreign aid.

The retention of some private schools, mainly those run by missions. Greater emphasis on science and mathematics.

West Germany

Employment Act gives more help to young

by David Dungworth

The Federal Government's Bill to reform the Youth Employment Protection Act, which came into effect on 1 January 1976, has brought some significant changes to the conditions of employment of people under the age of 18.

In future they will work a five-day week of not more than 40 hours, shifts normally not exceed 10 hours and must be within the hours of 7 am and 8 pm. The minimum age for full-time employment is now 15 instead of 14.

Young workers will receive between 25 and 30 days holiday a year depending on their age. They can no longer be required to work on any day on which they spend five hours at a vocational school. They will also benefit from improved medical care and stricter safety regulations.

Agreements on employers will do nothing to improve the conditions of practice, have been increased from

working conditions of young people, it represents a compromise between the interests of employers and organizations have serious reservations.

The trade unions feel that the Bill's original provisions were watered down too much during the committee stage of the bill through Parliament and that the final version still leaves room for abuse.

And, despite a number of concessions concerning the employment of juveniles in agriculture, forestry and advertising and on the cinema and television, they are still engaged in placework. Employers have called the Act a law to protect young people from work and have threatened to use it to provide two-year higher education courses aimed at specific professions.

Although the new law will bring considerable improvements in the

France

Student strike end sets exams poser

from William Farr

PARIS

The student strike over the reform of secondary studies has at last ended in all universities—just five weeks before the academic year is due to end, and examinations should have been finished.

While in many universities the strikes were sporadic and affected only some departments for a few weeks, in some of them courses had been interrupted for up to 12 weeks since February.

The universities now face serious problems in arranging all their examinations in accordance with the regulations and in conditions that will be recognized as giving national status to diplomas awarded.

Madame Alice Saunier-Seïté, Secretary of State for Universities, has told the universities that it is their responsibility to decide how best to carry out the examinations.

Emergency measures might include organizing extra courses to cover lost teaching hours, modifying timetables, extending the term by a few weeks, or even postponing some exams until the autumn.

At the same time, Mme Saunier-Seïté told the university presidents that she had instructed the 26 rectors of academy (the regional education officers who set for their department as well as for the Ministry of Education) that they were to examine very carefully all proposed arrangements.

Meanwhile, the presidents, whose relations with the Secretary of State are still strained, adopted a resolution with only one abstention, declaring that they were ready to do everything possible to enable all students to finish the year normally by organizing tests in accordance with the law, and to guarantee the value of diplomas awarded.

Maths bac outscore arts

For the first time ever in the baccalauréat examinations there are more candidates taking series D mathematics and natural sciences than series A letters, philosophy and the arts—32.7 per cent against 29.5 per cent, which is almost 3 per cent less than last year.

Mathematics is taking the place of the humanities in intellectual prestige and as the discipline likely to open up most avenues to further studies and jobs.

There are also more candidates than last year taking mathematics and physical sciences—19.41 per cent of the total—and series B, economics and social sciences—13.2 per cent. For series E mathematics and technology there are only 3.55 per cent, a little less than last year.

In all there are 325,345 candidates, a few hundred more than last year when there were 3 per cent more than in 1974. Perhaps the most interesting figures are that while around 70 per cent of all candidates are taking the examination in the long-established general series A to E, this is 2 per cent less than last year, while the number of those taking the newer technical series F to H, instituted since 1969, has increased by 7 per cent to reach 50,000.

The technical series bear on industry—mechanics, electronics, engineering and commerce—administration, management and information processing.

While the technical baccalauréat, like the general one, gives access to university, most of those who obtain it go to the University of Technology, established in 1969, to provide two-year higher education courses aimed at specific professions.

United States



Boston: turning into another Belfast?

Washington may back anti-bussing appeal

from Michael Blayon

WASHINGTON

Bussing has brought Boston to the brink of financial and social catastrophe. The city, once a byword for intellectual liberalism, is more tense than it has ever been. There are daily incidents of ugly racial violence. The Roman Catholic archbishop recently refused to visit the poorer southern part of the city for fear of being stoned. The barricades are being prepared, and already some people are comparing Boston with Belfast.

In this tense situation the Government last week made an astonishing attempt to intervene, a move that has further inflamed passions and drawn heavy criticism from civil rights leaders.

It was revealed that Mr Edward Levi, the Attorney-General, is considering filing a "friend-of-the-court" brief with the whole bussing issue is being appealed against by opponents of court-ordered bussing.

In effect, the Attorney-General would be helping the appeal against a decision of a High Court Judge. Such a move is strongly opposed by the Justice Department's own civil rights lawyers and by civil rights and Black organizations.

Mr Levi's action was without the knowledge of President Ford, who said he was keen to keep the sensitive issue out of the political arena during the primary elections.

The appeal has been brought by

the militant Boston Home and School Association which is challenging the interpretation of bussing by Judge Arthur Garrity, the man who ordered the bussing of 21,000 pupils in Boston.

Last year Judge Garrity ordered a school in South Boston to be taken into receivership when his orders were thwarted, and he became deeply involved in the smallest details of the running of Boston's schools—a fact that has been much criticized.

Meanwhile, Mr Kevin White, Boston's mayor, announced last week that bussing is bankrupting the city. The school system has run out of money, and is now \$17,500,000 in debt. The police department has overspent its budget by \$10m to pay for overtime of officers policing Boston schools.

Mayor White has proposed sharp increases in property taxes to raise the money Judge Garrity ordered him to spend on the schools. But the city council, continuously opposed to bussing, will not pass this measure.

State and city police still have to escort buses and guard the schools, and they frequently have to break up fights between black and white pupils. Whites from South Boston—the largely Irish district where anti-bussing passions run strongest—have been engaged in street battles in which 40 or more police have been injured.

Since April 121 people have been hurt in 81 stoning incidents. Calls to police for emergency help have risen from 2,100 to 4,100 a day and on average police get 200 calls a night complaining of roving youth gangs.

In this atmosphere whites are leaving the city in droves. Enrolment in the maintained schools has gone down from 92,941 when bussing began in 1973 to 78,691 now and may be even lower. Black enrolment has risen from 34.1 per cent to 41 per cent of the total. As a result, many schools are now greatly overstaffed.

Republic of Ireland

Parents prefer continuity

from our correspondent

DUBLIN

The existence of some form of selection which gives children who go to some primary schools a better chance of proceeding to academic-type secondary schools is identified as a key factor in the popularity of schools run by Roman Catholic religious orders in a report published last week.

The report, by Dr Vincent Gruney of the educational research centre at St Patrick's College, Drumcondra—one of the two main Catholic training colleges for primary teachers—studies the transfer patterns of some 500 primary school-leavers in a nationally-based sample.

Of the children studied, some 67 per cent went on to a secondary or comprehensive school (the 14 comprehensive schools in the Republic have been built mainly in semi-rural areas which lacked any substantial post-primary educational provision up to now). This, as Dr Gruney points out, is one of the highest percentages for any country in Europe.

Some 25.4 per cent enrolled in a vocational school, and 7.4 per cent were classified as terminal leavers from their primary schools.

The way in which attendance at primary schools run by certain religious orders makes attendance at the same order's secondary schools "more likely" is chiefly related to the practice of such school management to give preference, when there are more applicants than places in their secondary school, to the children leaving their own primary school. All the schools concerned are of course, funded by the State.

Dr Gruney's report also shows that whereas more than half the vocational school entrants were drawn from the partly skilled and unskilled occupational groups, the same groups accounted for only just over a third of secondary school entrants.

And it indicates that, after socio-economic status, primary school absenteeism is the most significant predictor of the post-primary school destination of each child, the good attenders tending to go to secondary schools.

Local tax changes ordered to fund New Jersey schools

from Our North America Correspondent

The New Jersey Supreme Court has ordered the State not to spend any tax money on public schools after July 1 except for the limited purpose of maintaining school property.

In effect, this means the court has ordered the suspension of the entire public education system until the New Jersey legislature agrees on a new method of financing its schools. The judgment has virtually important implications for schools all over America.

At present New Jersey, like many other States, finances its schools largely out of local property tax. This means that rich districts can afford good schools, and poor districts—where the need is greater—cannot.

In many States this clearly inequitable system is partially rectified either by a State income tax which supplements the budget of poor schools, or by a system of State redistribution of local property taxes.

New Jersey, however, had neither income tax nor redistribution. As a result its big cities—Newark, Jersey City—have some of the poorest, oldest and worst schools in America.

Three years ago parents of children in some of these schools filed a suit against the State and won. The court declared that all children were entitled to an education that was "thorough and efficient" and that the present method of financing schools was unconstitutional.

The legislature refused, however, to introduce an income tax (New Jersey without income tax), and the order was disputed and argued over at great length.

Now the Supreme Court appears to have lost patience and said that if the schools are not financed in compliance with the Constitution there will not be allowed any public money.

The legislature has now reluctantly introduced an income tax but it is also forced to consider some special new revenue mechanism for raising the \$2,500m to pay for the schools.

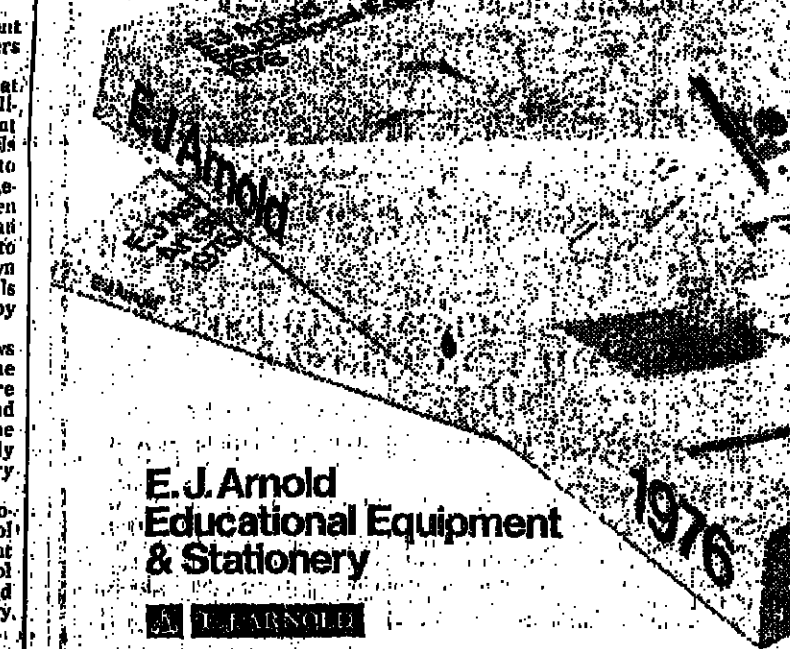
There has been talk of raising sales taxes or imposing economies on State spending, but New Jersey's public services have already been sharply cut and higher education has been nearly crippled by attempts to hold down spending without introducing income tax. To pay for the schools under the present system of taxation is highly controversial, and two of its own members dissented. One of them accused the majority of seeking re-election to perform a legislative function—that is, introduce tax changes—knowing it had no right to perform directly.

But it has given the green light to civil rights workers all over the country who are struggling to change the method of school finance.

The problem is that rich communities—where State legislators generally live—can afford very good schools, and do not want to change them.

Equally, many poor districts, although they want more money, believe that locally raised revenue gives the community greater control over the schools, and they think any changes would take this away.

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COURSES

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10-12 September 1976

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Director: David Warwick, M.A., Director of Curriculum Farnham College, Surrey

Recent research has highlighted the importance of the teacher's attitude in educational change or innovation. This course will suggest that a conscious policy for staff development at all levels should exist in every school and will cover such topics as The Probationary Year, School-Based In-Service Education, and Research into Classroom Observation using lectures, simulation and case studies. First-hand accounts of schools operating in different ways will also be given.

THE RÔLE OF THE DRAMA TEACHER

10-12 September 1976

Hockerill College, Bishop's Stortford

The course, organized in conjunction with the Schools' Council Drama Project Team, will focus both through practical work and discussion on the main issues raised in the Team's Conceptual Framework for Drama Teaching, will look particularly at the nature of decision making (teachers' and pupils') in drama, and the role of the teacher, and consider how particular ways of

Further information concerning these courses is available from the Courses Officer, Cambridge Institute of Education, 100, The Bury Road, Cambridge CB2 2BX (telephone Cambridge 0223 696661), to whom completed application forms should be returned by Monday, June 28, 1976.

PART-TIME DIPLOMA COURSES ON THE EDUCATION OF CHILDREN WITH SPECIAL NEEDS

In September, 1976, the Institute is starting at Hatfield Special Education Centre, Hertfordshire, and March Teachers' Centre, Cambridgeshire, two-year part-time courses for teachers and others whose main concern is with children who do not learn unless their special educational needs are catered for. The main focus of each course is educational psychology in relation to children with learning difficulties and the contribution this makes to the curriculum and teaching approaches in the schools these children attend.

Inquiries should be addressed to the Secretary of the Institute.

100131350

LETTERS

More degrees of hope from the CNA

Sir—Your issue of May 7 contained a major article "Colleges get cold shoulder in bid for degree courses" by Stephen Cohen and an editorial, "Degrees of hope". Both the article and the leader contain statements on the role and attitude of the Council for National Academic Awards which reveal a misunderstanding of its position. I should like to correct these misconceptions.

The statistics contained in the article give an incomplete picture. For example, the second paragraph contains "approval has been given for Bachelor of Education degrees in 12 colleges". This might be read to imply that the council have only approved BEd degrees in 12 of the former colleges of education. In fact, the number of the former colleges approved to offer courses is considerably in excess of that number.

The leader states: "The council have been extremely sickly and demanding about the design of courses. They expect colleges to present their proposals in a particular form and, so it is said, form can take precedence over substance. There is also a belief on the part

of some principals that members of the CNA panels, drawn from universities and polytechnics, are strongly tempted to turn down courses if they are likely to compete with their own institutions."

I wish to challenge two aspects of this paragraph. The council do not operate in such a way that "form can take precedence over substance". Over the years they have approved many degree courses with a wide variety of aims, objectives and internal structures and which have been presented for consideration in many different formats.

The council do not require institutions to submit their proposals in any particular form. However, they are required by their charter to make judgments on the academic quality of the proposals submitted. This they do without fear or favour on the basis of the academic merits of the proposals and regardless of the type of institution making the proposal.

The paragraph also refers to a belief that certain members of CNA panels may be motivated in their actions by concerns for large protection. I believe that the large number of people who have been

involved in the CNA operation in their charter with ensuring that this is a consideration which is rigorously excluded when decisions are taken to approve a proposal, not are being taken.

The council are further charged in their charter with ensuring that their awards are comparable in standard with the awards from the universities. When, and only when, they are convinced that a course satisfies this condition, will they give their approval to the course.

A significant number of education courses have been approved on the basis of the former colleges of education. Furthermore several BEd BSc courses have been approved through former colleges which are in association with polytechnics, or staffed from the colleges but offer a different curriculum, a dominant part in the design of the courses.

I can also add that during the week the council approved its first BA in a former college of education which is remaining "standing", namely, at Worcester. Other courses from similar colleges are under consideration and which has been opened by Worcester's success will grow.

EDWIN KERR, Chief Officer, CNA.

Who asks the questions?

Sir—Your report (May 7) of the alarm expressed by two polytechnic directors over the validation of BA degree courses in former colleges of education will not disturb readers who know the colleges well.

They will appreciate that universities have been validating many subjects in college degree courses for more than ten years. In many cases five or six years before the local polytechnics were designated, or the CNA was formed. Education is just one among these many subjects.

Not all colleges of education have developed these degree courses. But where they exist, the universities have insisted on the staffing and resources should be adequate. In my experience, the university assessor has invariably sat on the appro-

priate college appointing bodies. There have been close professional ties between the staff teaching in such College subject degree courses and the university staff, with mutual respect and benefit.

With this background, it is hardly surprising that the universities concerned should have confidence to extend the relationship to BA degree validation. But no one should believe the implication of your report that this task has been approached flippantly by the universities. Very careful and demanding validation procedures have been applied. The University of Lancaster, with which I am familiar, applies the most detailed and rigorous examination of all BA and BA degree proposals. These procedures are as scrupulous as those applied by the CNA but have the great advantage that there is a

continuing relationship with university staff.

The polytechnic directors have asked the wrong question. They should be concerned instead that the CNA has seen fit to refuse validation of all BA degree courses to several major colleges of education with distinguished academic records. One can understand as the CNA might refuse BA degree validation for certain special subjects in particular colleges.

But why should the CNA refuse to validate all BA degree courses from colleges of education, yet, at the same time, approve similar courses proposed by polytechnics? B. S. CANB, Principal, C. E. Mott College of Higher Education.

Games of cat and mouse

Sir—There is surely something rather obscure about the decision to take young Duncan Sibbey into care because his parents find themselves unable to accept their local authority's arrangements for his education. Their reasons may well seem spurious to the education authorities, but they deserve credit for having formulated them in the first place.

I know of a significant number of children who have not attended school for a period greater than young Duncan's absence. They and their parents have become adept at playing cat and mouse with the authorities. Unlike the Sibbys—who appear not to have heard that a series of varied excuses beats an outright statement of belief handed down when it comes to keeping the authorities away—they find no difficulty in keeping their children from the education office, and a visit from the welfare officer and

a threat of prosecution. This latter action is feared as much as a parking ticket and, in my experience has about as much deterrent effect.

Am I really correct in my belief that since compulsory education has been rendered unenforceable by the successful and systematic coyness of some parents and children, the authorities prefer to persecute the occasional would-be martyr to principle, than to address themselves to eliminating the habitual long-term absentees? If so, I conclude that a grave injustice has been done to the Sibbys and the others who occasionally take a similar stand, and the authorities have put a premium on dishonesty by allowing absenteeism to continue as long as the proffered excuse is ingenious enough. C. R. SHUTE, 7 Ribble Court, 62-64 Goshens, Sutton Coldfield, West Midlands.

Stalwart of the middle class

Sir—The headline drive of many parents to private education for their young seems to be reaching even more extreme proportions, as noted by Tim Devlin's article in *The Times* recently.

A butler, despite past heart trouble, apparently overworks himself so that he can push his two children through public school, a fact which is noted in the article. It is hard to see how a man who is so ill can be expected to push his children through public school, a fact which is noted in the article. It is hard to see how a man who is so ill can be expected to push his children through public school, a fact which is noted in the article.

as the feeding of the 5,000. Rather than sacrifice their own quality of life to such an extent, would it not seem sensible, for those stalwarts of the impoverished middle class, if they opted to send their children to state schools, thereby improving the social structure of that system, and also actively used all the influence they could bring to bear to ensure that the quality of state schooling, which affects most of the nation's young, is substantially improved?

STEPHEN ARKANS, 11 Lichfield Gardens, Richmond, Surrey.

Voluntary contributions

Sir—In attacking the continuing existence of voluntary schools with our English educational system, your contributor, Nicolas Wade (May 7), asserts that they have no educational justification, but offers no evidence to support his assertion.

There has never been any criticism of the voluntary schools on educational grounds from DES, local authorities or any reputable public body. Their full rolls reflect their popularity with a discriminating public. It was your own paper which revealed on July 26, 1974, ILEA Literacy Survey could have been used to investigate the quality of schools but when it was discovered that most of the high-achieving schools were RC the authorities did not pursue the matter. I should doubt whether the voluntary schools included in the survey were any better than the state primary schools in the same area when he stated that "no better or worse than most London primary schools".

In the present debate which seems to be polarising around moral versus progressive methods, should we consider the voluntary schools have made and will continue to make a significant contribution to the nation's young.

JOHN BRENNAN, 17 Bishops Park Road, London SW16.

Such a silly debate . . .

Sir—Now that Neville Bennett's research in Lancashire has brought the progressive, traditional, formal, informal, etc. debate to the boil again could not the opportunity be taken to lay this particular bogey once and for all?

When all the steam has been dissipated over this discussion it will be seen for what it is; a particularly silly argument that bears no relation to schools and what goes on in them, and more of a political ploy than anything. The reasoned and sensible words of people like Sir Alec Clegg and Dame Margaret Miles, and many others which betray a sense of reality concerning schools and teaching, stand out like gold among dross when compared to the anarchy and emotional outpourings of some I could name.

The main point is what do these terms mean? Who can say that they know exactly what progressive or traditional or formal or informal or whatever means? Unfortunately the Lancaster research failed to give satisfactory definitions. Those who really know teaching also know that these terms have no currency in the day-to-day life of a school. Teachers and heads do not tend to use these terms in their own minds or in their talks of good or bad teachers. Go into most staff rooms and the talk will not be about progressive, etc. it will be about the problems of or about the best ways of dealing with them.

No, the truth is that these terms are theoretical and do not apply to reality in schools. I completely agree with Gordon Miller in his call for less theoretical jargon and more real research and objectivity. The problem is that it is not teachers who use this theoretical jargon; it is self-appointed experts and gurus of public morals who have little to do with schools.

Any small acquaintance with schools will show that teachers tend to be in some of the following (and more) categories: (a) good teacher, who works hard and gets the best work done and they learn; (b) a teacher who loves kids and loves her, gets down to individual problems and has some imaginative ways of organizing work. Kids like her lessons; (c) cannot control any class, useless and boring; (d) kind, should not be in teaching; (e) no sense of humour, kids do not understand or like him but teaches well; (f) great fun in class, does not teach much but kids adore him, good at games and sports, etc.

There are many more types, but the point is that this is how teachers are classified, more by personality than method. The methods used to teach emerge from the type of person the teacher is, not from pre-ordained formal or informal mapping out of the day.

Much more important than this silly debate are problems like: can Mr A be of much use with work-

ing kids because his accent is very "upper class"? and has he had no experience of working-class life in heavy industrial areas? Can Miss B be of much use teaching highly motivated and intelligent middle-class type kids when she is not highly motivated and is a rather disorganized person? Why cannot Mr C develop a sense of humour or something to stop the kids hating him for his arrogance? Mr D is doing some excellent work with his classes. He is so imaginative that there is danger that all the children will be so interested in his subject or area of teaching that they won't want to do anything else!

Other things which are very much to do with teaching and schools are: the children learn nothing and are left to their own devices then this is bad teaching and should not be tolerated. If teacher Z spends most of his time amusing children and getting them to be more socially aware of each other than teaching basics, then he may be a brilliant teacher who realizes the vital importance of motivation in the classroom and may have made a conscious choice to develop this aspect as a prerequisite to learning skills. If teacher O believes that structured learning is of vital importance and has decided that his middle-class group works better in that situation, then he is a good teacher, particularly if it works.

It is this kind of situation, diagnosis which should be going on in schools. The teachers should know what kind of a person he or she is and, having got to know the classes they teach, should then be able to utilize whatever variety of teaching skills they have in the most useful way—this is what professionalism is about.

What is so silly is to imagine that anyone can be formal or informal, or progressive or traditional all the time, with all children in all situations. Assuming there was a clearly defined meaning to these terms, I think that no human being can claim to be so rigid. When this debate has finally wound itself out, or hopefully before, then perhaps we could be more concerned with the craft of teaching. This is not to do with dogma but to do with the experienced necessity of a situation and the application of the most appropriate teaching method to achieve a desired result.

Can we not all agree to ban the use of the terms formal, informal, progressive, and traditional as applied to teaching? Let us all talk "brown", as suggested by Dame Margaret Miles, and stop pretending that all problems are solved if we either concentrate on skills or concentrate on developing a "progressive".

R. WALKER, Senior Lecturer, Kingston upon Hull College of Education.

It's just common sense

Sir—Dr. Bennett's *Teaching Styles and Pupil Progress* raised a few eyebrows out here momentarily. Then came the obvious comment: "Thousands upon thousands involved in teaching have known this for years."

Dr. Bennett hedges his conclusions and careful qualifications, but may suggest that caution is not necessary. His sample may be open to criticism by colleagues who always demand a larger and more representative sample, but here is a man of science (from a statistical point of view) and leave it to the common sense of the (thinking) teachers and parents. One can feel some of the parents' sense of the time, but not the parents' all of the time.

For years I have suggested that one should throw everything but the kitchen sink at the problem of what is good and integrate it with beneficial innovations. In the past, many of my colleagues in the secondary section have asked: "What on earth are you doing down there in the primary school?" We are getting a little better at it now, and some of the innovations are being adopted in the secondary sector.

One of the most important aspects of the research is the "informal" approach. In the United Kingdom, this is the developing

countries are following the example set by the country with "the finest primary education system in the world". For many years I have advocated a return to a systematic approach to the teaching of reading, and not leave the skills to be "picked up". My voice went crying in the wilderness. Those in authority were more inclined to listen to the rubbish expounded by a "progressive".

All involved in the education of future generations should read Stuart Froome's *Why Tommy isn't Learning*. JOHN M. HUGHES, Adviser in Education to the Republic of Sri Lanka, 51 Gregory's Road, Colombo 7.

Sir—Dr. G. W. Miller, praising Dr. Bennett's Lancaster research (May 14), implies that the SSRC's Educational Research Board is more concerned with theory than with empirical research. The project was funded by SSRC's Educational Research Board, DAVID WAINWRIGHT, Director of Information, Social Science Research Council.

Suitable for children

Sir—Today (May 11) I have watched the second *Merry-Go-Round* sex education programme about which there has recently been much discussion. I thought it was excellent.

I believe the programme notes are responsible for much of the future over the birth scene as they fail to mention the technical effects that do much to reduce the hard visual impact of the scene for young viewers. No pain was evident and the mother's happiness was obvious.

In view of all that has been said and written about this programme, I feel it is necessary to point out that for one, as a class teacher in a primary school, I have no hesitation in recommending it for viewing by children as part of a balanced course of sex education.

CHRISTINE M. NETHERCOT, 19 Markby Close, Mordred, Sunderland SR3 2RG.

Halfway

Sir—I am grateful to you for your summary of my book on Indian and Pakistani youth, *The Half-way Generation* (April 30).

I would like, however, to make two corrections. First, the comparison of educational performance was based partly on white and Asian pupils in five secondary schools in Newcastle upon Tyne (not just one), and partly on certain city and nationwide measures of attainment. The Indian and Pakistani youngsters did better at both levels.

Second (and not your fault), you made the book more expensive than it is. It is in fact published by NFER at £5.25.

J. H. TAYLOR, Workers Educational Association, 161 Wolverhampton Street, Dudley.

Obstacles to wider science

Sir—As a parent with a boy about to make fourth-form choices for future O levels in a large local comprehensive school I can offer much support for the viewpoints taken in David Walker's article, "Industrialist takes teachers to task" (May 4), especially the demand for a grounding in the basic sciences.

One of the main arguments put forward for large comprehensive schools is the increased choice of subjects available. I am told, however, that three science subjects cannot be taken, in the interest of avoiding "premature specialisation"; the number of subjects is to be restricted to seven or, at the most, eight, one of which is to be

a "creative study" (metalwork, woodwork, typing, etc.). As three sciences, usually physics, chemistry, biology are a sine qua non for the medical and other professions, and an almost indispensable base for the "technical generalist" mentioned by Lord Crowthorne, why are such serious and almost insurmountable obstacles being placed before a pupil in his fourteenth year?

We must decide now whether he wants a career with a bio-chemical emphasis or one based on physics; the professions, and any industrial job demanding a wide science base, are out of the question. A. TAYLOR, 2 Ravine Terrace, Roker, Sunderland. SR6 9LZ.

Neutral

Sir—In your report of the National Union of Students' campaign for homosexual rights (May 14), you state that Mr Bob Crossman, from Stockport College of Technology, reported that in January he was elected as president of the college students' union. The principal declared the election invalid and, in the subsequent election, staff campaigned—successfully—against Mr Crossman.

During the second election this allegation was made to me as branch chairman of the National Association of Teachers in Further and Higher Education branch. I immediately issued a notice reminding our members that students' union elections were a matter for the students alone, and that attempts to influence elections in another union were totally contrary to our policy.

Subsequent allegations that some NATFHE members ignored this notice are being investigated but remain unsubstantiated.

A. R. COTTAM, Branch Chairman, NATFHE, Stockport.

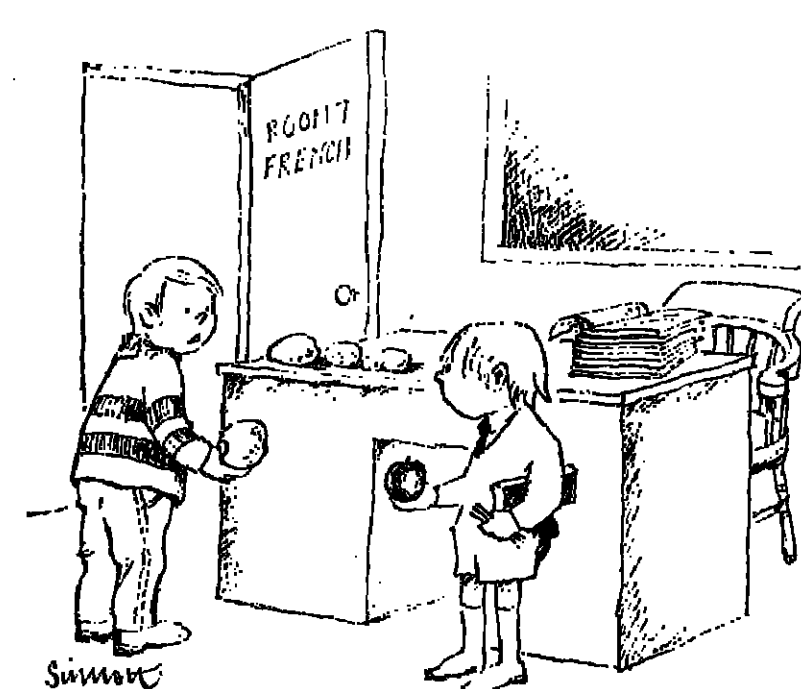
Connie Rosen

Sir—Connie Rosen is dead. Love and gratitude will give her her due in other times and places, but I need a little of your space to say something at this very moment.

She is, of course, known and felt as a person through what she wrote, but mostly she was welcomed into people's lives as a teacher. Children, students and thousands of teachers have something in them of her because they talked with her and did things with her. Some of them will now recollect those transforming moments. I wish they would write to me about them.

I think just now of a poem she wrote recently called "Eurydice". It ends:

... or would she have remembered, Perhaps, Some soft sigh in the mind, Carried on under what she wrote, Half-heard, half-felt, half-known, Acknowledged reluctantly, That guided her step by step Into the sunlight. HAROLD ROSEN, 41a Muswell Avenue, London N10.



* Stupid Old Frog said he'd like pommies de terre from now on.

Language assistants a cause for concern

Sir—As a teacher of German, I was most interested to read the letter from James Platt (May 7), complaining about the reduction in the numbers of foreign language assistants by certain local education authorities.

For some time now the position of the language assistant in secondary schools has filled me with concern, as I have gained the impression from assistants that many of them are totally dissatisfied and return home before completing their year. The "obvious" concrete evidence which would confirm my fears or dispel them, I twice wrote to the Central Bureau for Education Visits and Exchanges for information on the numbers of language assistants in Great Britain who, during the past 10 years, had left their schools prematurely, and, without divulging any confidential information, for the reasons in general why they had failed to complete the year. To neither Jetter did I receive a direct reply, nor even an acknowledgement.

While I am aware that the FLA can be successfully employed in the school and that courses on the use of the FLA are run, i.e., there can be little doubt that in far too many schools the FLA is still an unnecessary appendage, a semi-member of staff of minimal status to whom few words are addressed in the corridors after the initial polite mouthing. Too many teachers still expect the FLA to give "conversation lessons" to tongue-tied fifth and sixth formers who may know their pluperfect subjunctive backwards, but are unable to put together a simple sentence in the foreign language.

The FLA is not normally a qualified teacher and has little idea how

to stimulate these pupils, in whom a certain degree of oral fluency must be present if the FLA is to make any headway. Faced with a class of beginners or even intermediate pupils, the FLA again becomes redundant as he/she is unable to communicate with the pupils in the foreign language and has little idea of how to teach "grammar".

While there may be some assistants who prove unsatisfactory and uncooperative, I feel sure that a combination of frustration, loneliness and boredom compels many of them to leave prematurely. Unless "and until" schools can utilize their FLA meaningfully, it is neither in the pupils' nor the assistants' interests to apply for the services of an FLA.

I have already stated that these are my impressions and are not based on widespread research. I would, therefore, welcome comments and observations from other teachers on the position of the FLA according to their experience.

SALLY BRANDER, 125 Great Cullings, Rush Green, Romford, Essex RM7 0YP.

Sir—As a librarian I was apprehensive that in the present economic climate the public library service was going to be pushed to the front of the queue for expenditure cuts.

Your report on the action of Surrey County Council has confirmed me in my opinion. They close their libraries on the last day of the month of the week to save £22,000. I bet they could have saved that by dispensing with some of the bobbies, headies and chaos of office that seem to be regarded as an essential concomitant of local government.

P. J. SHORT, 18 Malvern Close, Prestwich, Manchester M25 5PR.

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Let down by spelling

Peter Medway is head of English, Crofton High School, Wakefield. This article is an expansion of "some points made in

Dr. L. Kessel, director of the
Institute of Orthodontics,
London, in the chair of

Dr. L. Kessel, director of the
Institute of Orthodontics,
London, in the chair of

Following last week's TES article on the Alum Rock voucher experiment, we publish a paper by Vernon Bogdanor

Defending equal rights

Vernon Bogdanor

The belief in freedom of choice in education is not confined to supporters of the Conservative Party. Indeed the desire to increase freedom of choice over a wide area—freedom for parents, for council house tenants, for taxpayers—is part of a wider response to the modern trend towards collectivism and bureaucracy; it represents a reaction against the fashions of yesterday.

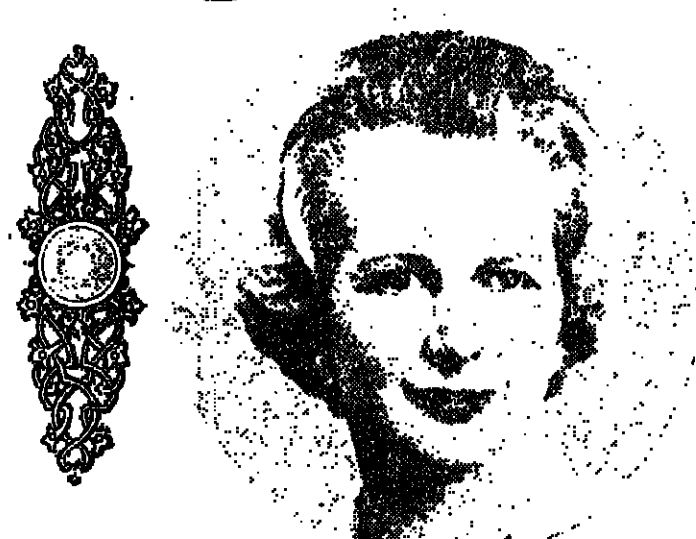
So far as the Conservative Party is concerned, the defence of freedom is not based upon an ideology of *laissez faire*, nor does it represent the kind of dogma that nationalization constitutes for socialists. The Tory Party is not the party of ideology, but the party of balance. For, as Edmund Burke, the founder of modern Conservatism noticed, "Circumstances (which with some gentlemen pass for nothing) give in reality to every political principle its distinguishing colour and discriminating effect."

In the nineteenth century, Conservatives believed that the fashionable Liberal orthodoxy of *laissez faire* went too far in ignoring the vital social problems of the day. Conservatives, under the leadership of Disraeli, favoured social regulation to deal with evils such as poor housing and poor working and sanitary conditions.

For freedom, vitally important though it is, cannot be the only principle of policy. To begin with, the vital freedoms cherished by Conservatives will not win friends among a majority of the electorate, unless they can be shown to be compatible with a decent standard of living and decent standards of social welfare. Freedom without bread is an empty virtue; that is the truth which the Marxists so wilfully distort to build up a totalitarian philosophy in response to the defects of classical liberalism. That great liberalist, John Stuart Mill, claimed that, despite the tyranny involved, he would have become a communist if he believed that economic misery and deprivation were inherent in capitalism.

Second, freedom in the sense of freedom to buy and sell in an economic market, has always been restricted in modern democracies. Man is not, for example, allowed to sell his votes, or their rights to free speech and assembly, or their rights to health care or an old age pension. They do not have the right to sell their bodies into slavery. Basic rights in a democracy are preserved from the market mechanism, even though, as any first-year economist could prove, the welfare of both the parties to a vote-selling transaction would be increased. It is not because of economic efficiency that some goods are removed from the competitive market, but rather because a democracy requires that certain rights be equally held and universally distributed.

This means that instead of social problems being solved by free competition, a necessary tension between the freedom of the market under capitalism and the demand for equal rights in a democracy must be maintained. In a democracy, choice is not an unlimited liberty, but the right balance between these two conflicting principles. To break a concentration upon the economic aspect of the equation leads to inefficient results; where every good is left to the market, the evils of a kind which nineteenth-century conservatives sought to repair. The problem, as always in politics, is to find a balance.



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How, then, are these principles to be applied in education, where there is a tension between the two principles of parental choice and demand for equal provision. It is the duty of government both to secure parental choice and participation in education, and to ensure that the potential of all children is maximized, regardless of ability or wealth. My own belief, which is also, I suspect, that of most voters, is that parental choice should be increased. The question is whether the introduction of a voucher system would be the best means of doing this. Here, too, the question is not one of ideological dogma but of practical efficiency, and ought to be discussed in that spirit, without attracting to itself irrelevant slogans.

The limitations upon freedom of choice in education do not result only, or even primarily, from the way in which education is financed; they result from the fact that, in a democracy, the state is incapable of holding more than 500 children, then under any system of education, 500 parents would be unable to secure their first choice of school for their children. This is a fact, although obvious to some, obscured by some proponents of the voucher system, and no doubt, there are some genuine members of the public who believe that, under a voucher system, every parent will be able to secure their first choice of school for their child. More seriously, there is a real danger of raising expectations about the amount of choice available when the voucher system is introduced. It is important that the public should be aware of the limitations of the system. For who would be willing

within the maintained system of education, it is difficult to see why the voucher is necessary for this purpose. An enlightened education committee could insist that parents were issued with a list of schools, and asked to choose the one they wished their child to attend. Perhaps the Oxfordshire system, where a large proportion of parents are given their first choice of school, is an example of what might be achieved.

Some proponents of the voucher system suggest that the difficulties caused by the physical constraints of educational provision would be overcome by enlarging popular schools, or building new schools according to the specifications of parents; and closing down unpopular or bad schools. But this is wildly unrealistic, given the time it takes to build or enlarge a school. And what is to happen to the investment of bricks and mortar in the unpopular school? Is it to be sold? Or is it to be demolished? Or is it to be kept in existence, incurring a capital expenditure, the public, expecting cuts in public expenditure as a result of Conservative policies, would be given an unpleasant surprise.

Assuming, however, that unpopular schools were to be kept in existence, it is likely that the operation of a voucher system, where entry to good schools depends upon ability (or willingness) to pay, rather than upon ability, would lead to the disadvantages of the bad schools becoming cumulative; they would tend to become a dumping ground for the least able children, and the best teachers would be tempted to leave. The danger of this is that the voucher system would become a system of segregation. For who would be willing

to pay for capital improvements for bad schools?

The voucher system thus goes close against the findings of modern research which reveals the waste of educational talent among children of low-income families. Instead of injecting extra resources into areas of cultural and social deprivation, the voucher policy would be likely to make these schools even more badly placed than they are at the moment. Good schools would, however, be able to raise their fees so as to exclude children from poor backgrounds, and, under a sensible education policy, to be able to secure entry into grammar or direct grant schools, but as a result of legislation, prevented from doing so. Those with low incomes would still be unable to send their children to good schools. Thus superior education for rich would coexist with poor law provision for the rest, as happened before 1870. A new system of educational apartheid would have arisen.

Moreover, the value of the voucher would be unlikely to keep pace with the cost of living. Its real value would be eroded each year, as the real value of family allowances has done. There would be a perpetual and unsuccessful struggle to maintain the value of the voucher. Since the basic voucher would be necessary only to the worst-off in society, governments would continually be tempted to "economize" by failing to increase its value as prices rose.

Some proponents of vouchers see them as offering relief to parents whose children are educated at independent schools. Vouchers would be issued to all parents so that they could be redeemed at any

which puts the Conservative case against vouchers, and a reply to the paper from Rhodes Boyson

Rhodes Boyson

I welcome the fact that you would like increased choice "over a wide area" which brings us into general agreement. I also agree that the Conservative Party is a balancer against dogmatic excess. This brought it into conflict with extreme doctrines of *laissez faire* in the nineteenth century, but must at the present time bring it into conflict with state socialism which is the present threat to the balance of our society. I suggest that the educational voucher is a weapon against the excesses of state socialism and too much government since it moves power from the state to the family. If one agrees with this general concept, we must then look at the

possible effects of the voucher, and on this the evidence of Alum Rock in the United States must be carefully studied, since many of the feared disadvantages of the voucher have just not occurred there.

I was particularly interested in a number of your points: (1) It is the duty of government both to secure parental choice and... to ensure that the potential of all children is maximized, regardless of ability or wealth.

In these words lie the essence of the argument for the voucher. Bureaucracy necessarily deals with groups of people rather than individuals. Thus, after 1944, children's ability was measured in 11-plus examinations and they were grouped in schools according to results, often quite arbitrarily, and popular dissatisfaction

with the scheme brought it to an end. Now the new system seeks to group children in neighbourhood schools which will become more unpopular. But what ever scheme is currently fashionable in educational planning, government can never maximize the potential of each individual child. Rather, it must seek to move a fly with his own foot. Only the parent can know his own child sufficiently well to find a school to fit his individual talents. He may take advice from experts (who do not agree among themselves) but he must have the last word. A local education authority always, of necessity, fits the child to the school (or not, as the case may be). One parent's mistake affects one or two children. The educational planner's mistake can affect millions.

(2) There is a real danger of raising false expectations as to the amount of choice a voucher system is likely to make available.

This is the case for an experiment. We do not know what would happen if parents were given vouchers. We surmise that there would be disappointed parents, unable to secure their first choice. But they would be better off than they are now because the second or third choice would be theirs; now they must accept the bureaucrats' decision. Disappointments would diminish with time. (3) It is difficult to see why the voucher is necessary when an enlightened education committee could insist that parents were issued with a list of schools, and asked to choose. ... Perhaps the Oxfordshire system, where a large proportion of parents are given their first choice of school, is an example.

The literature issued by the Voucher Authority at Alum Rock, California, shows what a pale imitation of real choice is given by a list of schools. Schools competing for pupils at Alum Rock offer detailed prospectuses (expensively produced, often photographically to ingratiate parents). There is an effort to show every parent what the school can do for their child. Competition has worked to the benefit of the individual pupil and has "maximized the potential for all children, regardless of ability or wealth".

How many is a "large proportion" of children in Oxfordshire? And what of the rest? The Oxfordshire county education officer, Mr J. Carne, recently gave an interview to a deputation of the Friends of the Education Voucher Experiment in Representative Regions (FEVER) in which he revealed that, although he knows which schools are unpopular with parents, he still must fill them with pupils. He is an enlightened and conscientious man, a fine civil servant, who never refuses to discuss an individual case with a parent, but he had to admit that, at the end of the day, the parent usually had to accept that nothing could be done to change an allocation, and mortar would be lost if unpopular schools were closed down.

(4) The taxpayer's investment in education is little satisfaction for the taxpayer in paying the running costs of a school that parents don't like—probably, for very good reasons. In the first place, one cannot assume that the unpopularity of the school would continue if a trickle of parents decided to use their vouchers elsewhere. This would see school governors furiously to work trying to improve whatever parents disliked about the school. Second, if nothing could be done to redeem the school, the buildings and plant would not be lost if it reopened under new management. Any education officer will be able to give examples of unpopular schools which, nevertheless, have first class buildings and equipment.

The waste and loss to the taxpayer lie in the dissatisfaction of parents with children in these schools.

(5) It is not assumed that under a voucher system unpopular schools would be kept in existence. Change in response to parental requirements would be gradual (5 per cent of parents changed their children's schools in the first year of the Alum Rock voucher experiment, 10 per cent in the second year) but it would be inevitable.

(6) The argument that schools can be improved by injecting more state money has been disproved both in ILCA schools and in the United States.

(7) The value of the voucher would be unlikely to keep pace with the cost of living.

You make a comparison with the family allowance. But this concept is entirely different. The voucher represents each individual child's share of the country's expenditure on all its children's education. So if the state expenditure is cut back or stands still, the individual child can have no less and no more spent on him whether there is a voucher system or not. It may well be that an answer to the dilemma of the Treasury and local authorities of continuing to find £4,000m a year (inevitably rising), will lie in giving a voucher and requiring its value to be entered in tax returns.

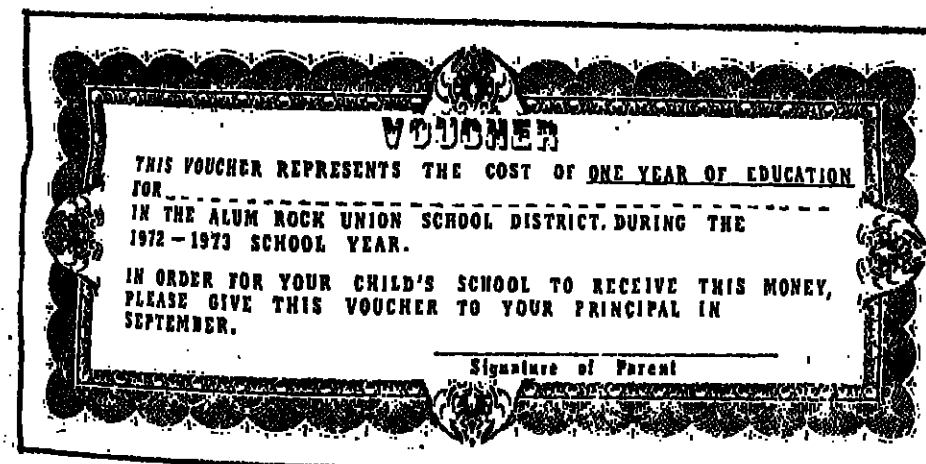
Maynard calculates that such voucher provision would add £149m a year to the education bill. Against this must be balanced the amount local education authorities now spend on independent schools. Further, if the voucher were to be taxed, the actual figure would be effectively reduced and there could even be a saving in public expenditure.

Entry to good (independent) schools depends at present upon ability to pay. There are a number of small private schools where the fees are not more than the value of the voucher and which deserve to be encouraged for the good service they give to parents who often have to struggle to find the fees but do so because they think their children are suited to the state alternative. However, many independent schools charge fees which would entail "topping up" the voucher. But why should we assume that only higher income families would be able to find the £4, £5, or even £10 a week to enable a child to attend a preferred school? Several mothers of children in low-income families were questioned by FEVER workers, and each one said that although they could not ask their husbands for extra money for topping up a voucher, they would earn the required cash themselves in addition to what they were already contributing to the family finance.

Finally, all the advocates of the voucher suggest is that experiments should be allowed in areas where a local education authority favours the voucher. No one of impartial mind or a supporter of either spontaneous evolution and/or scientific method could object to this. Support for the educational voucher has arisen not only among liberalists, opponents of state power but from parents and ratepayers alarmed at the evidence of falling standards in state schools, particularly in our cities. The first group are the intelligence corps, but the second are the infantry whose support would be vital in the ballot box. I have an idea that they are, in many ways, now ahead of our thinking of intellectuals and politicians.

Rhodes Boyson is Conservative MP for Brent North.

Left: a mock voucher from days long past. Below: the real thing for parents in Alum Rock in California.



school, with parents being able if they wished to pay above the market price. But voucher provision for parents of children in independent schools, who at present pay twice for their children's education, once through fees, and once through rates and taxes, would again lead to a large increase in public expenditure incompatible with other elements of the Conservative Party's programme. At a time of economic stringency it would be difficult to convince the electorate of the Conservative Party's concern for fairness when benefits to parents of children in independent schools were being combined with restrictions elsewhere. If, on the other hand, such relief were not given to parents using the independent sector, at independent schools would have to risk considerably.

The voucher scheme, therefore, would be a discriminatory one which would only achieve its main aim of increasing parental choice, an aim which can in any case, be at least as well achieved by other means.

It is no answer to say that if the rich can buy superior cars they ought to be able to buy superior education. For that is not what is at issue. What is at issue is whether the commercial principle of education so as to override the equal rights established by the Butler Education Act of 1944. This would be so even if an ideal distribution of income through an appropriately graded negative income tax had been achieved. And there are sufficient problems in achieving this to keep most politicians working for a life.

But what if this had been achieved there would still be the question whether education should be brought within the market system or left outside it with other equal rights granted to all in a democracy.

These arguments ought not, however, to be taken to mean that we should oppose the experiment being undertaken by Kent Education Committee. For the issue is, or should be, one of a balance of principles rather than an ideological dogma. Education has suffered too much in the past decade from an excess of dogma combined with a minimum of testing. No libertarian should object to the right of Kent to attempt this experiment and to report on the merits or defects of the system; for only in this way can lessons for the future be learnt. But meanwhile the Conservative Party should investigate other methods by which parental choice might be increased without infringing the principle of equality of opportunity. Attention must be given to how a diversity of schools can be restored, zoning procedures must be liberalized, and parental rights must be given legal sanction. This can be done by strengthening Sections 68 and 74 of the 1944 Act. Above all, we must seek to associate parents much more with the education of their children. Here, at least, one can agree with the proponents of vouchers.

Vernon Bogdanor is a fellow of Brasenose College, Oxford, and vice-chairman of the Oxfordshire education committee. This paper was sent to the Conservative Central Office for Policy Studies.

26 Books/Special education/Children's literature

Order from disorder

Frances Hill on special education

Helping Troubled Children. By Michael Rutter. Penguin £1.00, 014 08 0363 7.

Paraprofessional Work with Troubled Children. By James E. Gardner. John Wiley £7.65, 0470 29150 8.

Diary of a Delinquent Episode. By Jane Sparrow. Knowledge and Kegan Paul £1.95, 7100 8340 8.

Is a tendency to emotional disorder inherited? Do learning difficulties stem from emotional problems? Does psychotherapy help disturbed children more than simple assessment and advice?

There are no final answers to these and similar questions, since the research findings are scanty and often ambiguous. But enough is now known about children's emotional and learning disorders to provide at least partial and tentative conclusions, far from completely satisfactory theoretically, but sufficiently rooted in fact to be of great practical value in making sensible decisions about how best to help children with difficulties.

Michael Rutter's *Helping Troubled Children* carefully considers the available evidence, and offers sound, balanced accounts of its implications. It deals with the diagnosis, causes and treatment of emotional and learning disorders, with a refreshing absence of generalization and empty speculation and in clear, jargon-free terms which should be immediately comprehensible to non-professionals. It provides a valuable service in sifting fact from fiction—or at least, theoretical propositions unsupported by evidence—and indicating the most reasonable conclusions to be drawn in our present state of knowledge.

The book does not assume any prior specialized knowledge on the part of the reader, and starts with the most basic aspects of such subjects as: "What is a child's development and the factors which determine individual differences between children as a background to the discussion of childhood problems."

Since the work is intended mainly for a lay readership it focuses on those disorders which parents, teachers and social workers are most likely to encounter. Such severe psychiatric disorders as autism and schizophrenia are dealt with only briefly, as are the problems of preschool children, older adolescents and mentally and physically handicapped children.

For the baffled layman, and perhaps some almost equally baffled professionals, in need of a sound, thorough account of the subject, or struggling to make sense out of conflicting theories on the meaning of IQ, the nature of dyslexia, the relative merits of individual, family and group psychotherapy, or any number of similarly vexed topics, this book should prove invaluable.

James E. Gardner's account of an experimental centre in California, which uses paraprofessional workers—mainly housewives trained in seminars and "on the job"—to assist in therapy and remedial teaching for children with reading difficulties is a useful contribution to the debate on the place of paraprofessionals in work with children. The California centre provides a model—though not necessarily one that could be transferred easily to an English context—employing formally unqualified labour with, apparently, a reasonable degree of success.

Unfortunately, Gardner's reliability on the subject of emotional and learning disorders is somewhat undermined by his apparently total acceptance of questionable assumptions. He claims that children desire to learn to read only in order to please and emulate adults, without considering the possibility that some children at least may be motivated by intellectual curiosity. He also takes for granted that children suffering from severe learning disabilities must be "negative, angry and afraid of school."

By contrast, Rutter shows that whether children with learning difficulties suffer from resulting emotional disorders largely depends on the particular nature of the school they attend.

Troubled Children is severely marred by its liberal use of jargon and the clumsiness of its prose style. Phrases such as "sensory modality," "and/or situation" and "affective needs" express concepts for which there are perfectly adequate terms in clear and correct English.

Jane Sparrow's "diary" is, as she says herself in the preface, a highly subjective account of her five years as a teacher in an institution for delinquent girls. Subjective or not, it is a horrifying indictment of the type of establishment in which severely disturbed girls are herded together without any real help or treatment for their emotional difficulties, made to suffer the frustrations and humiliations of an autocritically-run institutional existence, and denied the ordinary pleasures and satisfactions

of teenage life.

The "diary" was written during the last few months of Jane Sparrow's years in the home, recording the main events of her whole period there. It has been published many years after those events took place, and may—she hopes—describe attitudes and methods now uncommon. But it is hard to believe that principals like Mrs Strong (not her real name) have entirely ceased to exist, or that local authorities have become far more vigilant and less glib than they were 20 years ago.

If only a part of Mrs Strong's attitudes and actions have been fairly recorded it is tragic and scandalous that she was allowed any dealings with—let alone total control over—a group of highly vulnerable human beings at a crucial period of their lives. Ruthless, neurotic and insensitive, she referred to the girls as "animals" and reminded members of staff that "it is weakness to imagine the girls have feelings such as [you] might have." Among several other incidents of gothic proportion is the punishment of a pupil who had been mildly rude to the head girl by compelling her to scrub the front stairs, stark naked, in the middle of the night.

Whether or not the incident is true, and whether or not Mrs Strong was quite the monster she is painted, Miss Sparrow's diary raises serious questions about the appropriateness of residential treatment for teenage delinquents. She herself comes eventually and reluctantly to the conclusion that these girls may not be the best answer. Given the necessary disadvantages of institutional life, even under ideal conditions such as rarely exist, her conclusion merits real consideration.

Miss Sparrow has left her diary as she wrote it 20 or more years ago, not attempting to modify her experience in the light of later evidence. In some ways her account seems naive; but this naïveté has the advantage of giving her writing the freshness and power of directly recorded experience and emotion. She is not quick to find fault, or condemn; her distrust, and abhorrence of Mrs Strong, and many aspects of institutional life, grow slowly, as the evidence against them accumulates.

For anyone with an interest in the treatment of disturbed adolescents—or simply in human relationships and the dynamics of communal living—her book makes disturbing, but compulsive, reading.

Paperbacks

Power, pollution, politics

Christopher Griffin-Beale

Nuclear Power. By Walter Patterson. Penguin 80p, 0 14 02 1930 7.

The Nuclear Trap: An Escape Route. By Robert E. Walters. Penguin 60p, 0 14 02 1777 0.

Nuclear Power epitomises what Pelican books should do; communicate the essentials of a difficult subject to non-specialists with readability, yet with an authority and lack of superficiality which make it useful for specialists too.

An admirably lucid exposition of the basic principles underlying nuclear reactors, and the distinguishing features of the plethora of different types, leads into a survey of the history of nuclear development, and the arguments for and against our increasing reliance on nuclear energy.

Walter Patterson, expatriate American physicist and dedicated friend of the Earth, is deeply concerned about the dangers of nuclear reactors; the potential threat of malfunctioning control systems melting the core and releasing persisting radiation; the certain but unassessable legacy we bequeath to future generations in the increasing welter of difficult and costly "lived waste" produced; and, as reactors proliferate around the world, the increasing likelihood of unsophisticated governments or fanatical terrorists laying hands on plutonium which can fairly easily be converted into weapons.

Patterson is convinced of the importance of educating the public, but his intention is education, not persuasion. Certainly he describes some previous reactor accidents (in faulted sections of precise and accurate narrative) which disturb us not with the threat of catastrophe but the casual banality of attendant dangers of reactors.

human error. Certainly he discusses the environmental cost of nuclear power, and also the economic cost: the complex technology of the whole nuclear cycle is itself a voracious consumer of energy. And he proposes alternative natural energy sources that might be explored, research were not so exclusively concentrated on nuclear power.

However, he also acknowledges the case for nuclear power, and the cost and inevitable pollution of currently developed alternatives, dispassionately urging the reader to form his own conclusions—confined honestly in a field notorious for public mendacity (particularly from some American corporate supporters of the nuclear lobby).

While *Nuclear Power* is concerned with environmental and energy policy, the second book is about military strategy and diplomacy. *The Nuclear Trap* awaits the owners of nuclear weapons, which being the owners' insecurity without allowing their strategic policy. *Escape Route* is offered by nuclear reactors propelling submarines, revolutionized in range and size to deserve renaming "submersible ships", opening up the seabed and the Arctic, transforming the world's commercial and political geography.

Russia's Arctic coast is now vulnerable; the already dubious myth of her geographical invincibility is finally destroyed. Walters also creates a complete reappraisal of military strategy relying not on nuclear weapons (Polaris missiles included) but using instead naval power, essentially defensive, yet reflecting some previous reactor accidents (in faulted sections of precise and accurate narrative) which disturb us not with the threat of catastrophe but the casual banality of attendant dangers of reactors.

Children's Literature

Dark shades of Avalon

Mathew Price

The Grey King. By Susan Cooper. Chatto and Windus £2.95, 0 7011 5071 8.

The struggle between good and evil has always been a constant theme in children's literature, from the witches and hobgoblins, the princes and princesses of traditional fairy stories to the good and bad "battles" of *Tintin*, or *Black Hearts in Battersea*. In recent years, the element of fantasy and the idea of the Quest have joined it to produce some of the most striking and popular fiction for children of modern times.

Modern C. S. Lewis was perhaps the first to write this kind of story. *The Lion, the Witch and the Wardrobe* came out in 1950, and was followed by Tolkien's *The Lord of the Rings*, and then more recently by Ursula Le Guin's *The Wizard of Earthsea* and Richard Adams's *Watership Down*.

Susan Cooper's series *The Dark is Rising*, whose penultimate volume, *The Grey King*, was published recently, does not so much create a whole new world as expand the everyday to include levels of fantasy. The first story, *Over Sea, Under Stone*, was a fairly conventional adventure, given an added spice by a strong hint of Arthurian magic. In the second volume, which gives its name to the series, Susan Cooper's talent for imagination, and her strong, almost rhetorical feeling for words burst out in a novel where dark powers of witchcraft and ancient magic threaten young Will Stanton and his family.

Will is the seventh son of a seventh son, and the last born of the Old Ones, a select band, whose knowledge of ancient lore will attain through a set of almost ritualistic adventures the story of his coming to power as an Old One, and their battle with the Dark. The story is continued in *Greenwitch*, with further adventures connected with the Quest that was discovered in the first volume.

The Grey King finds Will out of aid from any of his fellow Old Ones, but with a companion in the mysterious albino Bran, and his dog Caffal, Arthurian overtones gather once again, and the tension is unrelieved. But whereas *The Dark is Rising* the writing could be almost bombastic in places, this is now mellowed, though the rhetoric can still be pretty high flown on occasion. The characterization is subtler and more assured, too, the enigma of Bran in beckoning the reader on into the story, in contrast to the earlier rather crude delineation of most characters into good or evil.

The series differs from its many predecessors in that it is especially in the second volume, *The Grey King*, that the strength of the magic that Lewis never had for his enemies of Narnia, nor Tolkien's things of Mordor, is shown. Susan Cooper shows a side this, Susan Cooper's view of magic, of mysticism, which though it is never so overt, nor perhaps even as developed as C. S. Lewis's, is still genuine.

Among this week's contributors:

A. S. Abraham is assistant editor of *The Times* of India.

Tony Beckett is professor of education at the University of Sussex.

Ronald Fletcher lectures in the two-volume work *The Making of Societies*.

Geoff Fox lectures in the school of education at the University of Exeter.

Ralph Lavender is the author of *Myths, Legends and Lore*.

Michael Marland is headmaster of Woodhouse Down school.

Brian O'Neill is senior educational psychologist at the school psychology service at Colchester.

27 Books/English/Gymnastics

Sowing the seed

Ralph Lavender on primary English

English for Today Books 1 and 2. By Denis and Helen Haines. Fisher 85p each, 7202 0900 5 and 0901 3.

Here is a parable about government: reports: a sower called Bullock went out to sow his seed, and as he sowed, some fell by the wayside, and it was trodden down, and the fowls of the air devoured it. . . .

The books under review are the story ground right next to the wayside, and one knows what happened to the seeds that fell there. They are likely to achieve anything significant in relation to a child's ability to use his language and to write it effectively and appropriately.

The material is trendily arranged in units: there are isolated words to be written or to be matched by letters, questions to be answered, sentences to be completed and re-ordered in sequence, and tenses to be noted. These exercises are to be done so as to avoid mistaking "b", "d" and "p"; they

are to be done from picture clues and dictionary practice; and they are to be done so as to get plurals, spellings, sounds and sentences right.

The authors suffer from a neurosis about the sentence. "Blaze" eight years old "is a sentence because it tells you something about Blaze; but 'Long legs black hair' is not a sentence because it could be about a boy, girl, donkey or spider. But is it actually as simple as this, after all? The sentence does not tell you much about Blaze. Who is she? A girl or a tortoise? Could you recognise her if you met her in the street? The non-sentence happens to be much more interesting and speculative. Looking at lumps of language isolated from any possible context, and making assertions about the absolute rightness or wrongness of the usage, is a pointless exercise. Language hardly thrives in a vacuum, for, as a nine-year-old boy remarked recently, "if you lived on the moon, there wouldn't be any language, you couldn't speak, because there isn't any air."

Several pages are devoted to what look like learning programmes on sentences, questions, proper nouns and plurals; if you know the answers you will be confused; but if you do not, it will not make much difference. Comprehension questions are put about poems and pieces of prose, but they are of the most superficial kind, often commanding one-word answers, and preclude children from discovering anything. There are a number of exercises about homophones (although they are nowhere called that). One exercise begins with this promising instruction: "Pair each female animal in the first box with a male from the second box."

It would be altogether lamentable if the seed of the Bullock Report were to grow into a harvest of English course books, as one or two publishers have been claiming it should. The effective and appropriate use of language can only grow out of the user's needs, not when the timetable and the textbook demand it.

Golden Age

Edward Neill on seventeenth century literature

Explorations 3. Essays in Criticism. By L. C. Knights. Chatto and Windus £4.50, 0 2135 1.

What should critics be doing? The former King Edward VII Professor of English Literature at Cambridge should know. His own work is unflashy, unpretentious and disinterested. He does not dangle a curtain of his own pseudo-poetic rhetoric between us and the object, like Professor X or obtrude an exhibitionistic erudition which has more relevance to the career of the writer, like Professor Y. He is not a Marxist or metaphysician manque.

He concentrates on the seventeenth century, the greatest phase of English literature, and on the untrendily difficult, like John Donne and Herbert. His way with other critics is not heartlessly polemical, though he does manage plausibly to win his successor in the King Edward chair (Frank Kermode) on a weak

point in the New Arden *Tempest*. Nevertheless, there is a P.C. bias element here, and such is the volume of academic response to the seventeenth century writers that a critic who takes up his stand there cannot but be very, very good: Knights is sometimes only saying what one feels every intelligent reader will assume anyway.

For one example of him at his best, however, an example which should probably be stencilled on every schoolchild's brow, take this from an essay, "The Thought of Shakespeare":

"Our response to his famous speech on the seven ages of man, for example ('All the world's a stage . . .') is not determined exclusively by the substance, as though Shakespeare himself were offering us a little homily on life: it is determined by the wit, cynicism, the language and profound self-regard of [Jacques] that is finally 'placed' so neatly and effectively by Rosalind."

Knowing the ropes

Anne Howarth on gymnastics

Themes for Educational Gymnastics. By Jean Williams. Lopus Books £2.60, 86019 001 3.

The falling interest in teaching educational gymnastics is increasingly apparent in the schools. It ranges from those who have defected to Olympic gymnastics, to those whose expensive equipment gathers dust in the apparatus room while endless lessons of circuit training are monotonously repeated. Yet, too often the reasons for teaching educational gymnastics are not made clear to students and under the pressure of offering options, teachers succumb to only teaching educational gymnastics to appease first and second years.

Jean Williams's authoritative book *Themes for Educational Gymnastics* should untangle the woolly thinking about the importance of the subject. Showing an intimate knowledge of theory and practice, the author is quite clear about aims and objectives and presents what she calls a "stimulating" and strong enough to rebut the usual justifications (that educational gymnastics has hitherto been

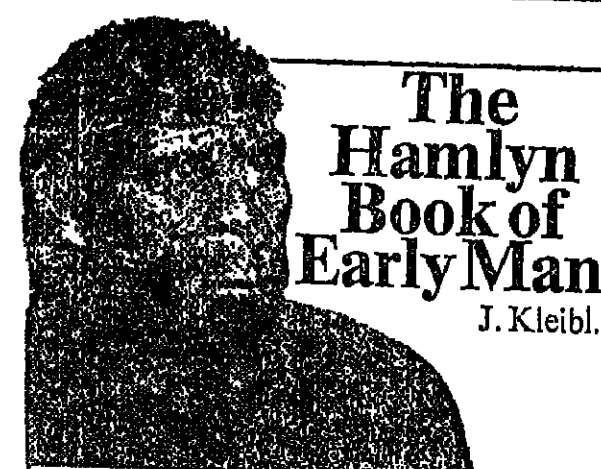
practice and theory match. To ensure the latter is true the author suggests using a master plan or check list. When topics have been covered, not necessarily in a particular sequential order, but as the teacher considers appropriate, they are ticked off displaying the progress of each class.

Apparatus work is as efficiently dealt with as floor work and includes ways of solving difficulties such as helping children to gain confidence in apparatus and integrating apparatus work within the theme.

The second half of the book is devoted to example lesson plans covering the themes listed in the first half. The plans are clearly set out for easy reference and are helpful without being a straitjacket.

It is interesting to note that the author mentions the clay in the educational gymnastics may be mixed. There is little comment made about this still revolutionary suggestion beyond the brief statement, "the physical contact between the sexes in the context of the gymnasium has proved to be of great benefit to the group." There is the added qualification that boys add excitement and girls contribute quality of movement.

This systematic and objective approach to educational gymnastics is a shot in the arm for the subject. As a first book in the new Physical Education Series which is to act as a companion series to the Human Movement Series it makes an excellent impact and augurs well for any future publications.

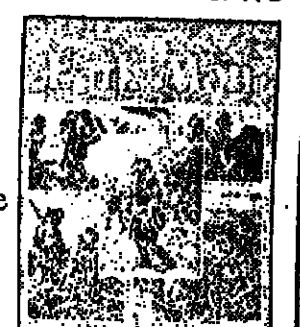


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الكتاب

Science

Commissioned by Chelsea College Centre for Science Education

The strength of resistance

Bernard Taylor
on electrical measuring
instruments
which can be used
by pupils

With modern school electrical measuring instruments it has become less necessary for the teacher to check circuits before pupils switch on. Pupils can now work on their own, make mistakes and learn from them without causing expensive damage to meters.

The real breakthrough came with the adoption, for the Nuffield A level course, of the basic meter movement with a sensitivity of 100 microamps and a resistance of 1,000 ohms. It may seem wrong to put such a sensitive meter into the hands of new students and you might favour a 10 millamp 10 ohm meter. But, before you make a purchase, do some simple sums.

Suppose 10V is applied to each type of meter; each will pass 10 times more current than is needed for full scale deflection and both pointers will certainly go hard over. Now work out the power dissipated in each type of meter, using $P = VI$. The 10mA meter dissipates 10 Watts and its hairsprings etc will burn out, while the more sensitive 100µA meter only dissipates 0.1 Watt and it will not vanish in a cloud of expensive smoke!

These 100µA, 1,000 Ω meters are available from the usual apparatus suppliers and, moreover, manufacturers who list shunts and multipliers to extend the meters' range up to several amps and hundreds of volts. A typical example is shown on the meter made by Weir which has the additional feature of interchangeable numbers for the dials. This helps students who may have difficulty multiplying a reading by the correct factor to get the shunt in use.

To avoid loss of separate shunts and multipliers, WPA have incorporated them within the case of what is essentially a multimeter. The ranges are easily selected, not by a rotary switch but by sockets, and any range can be multiplied by five with the 'x5' slide switch; this effectively provides a meter with 16 ranges.

Unilab were one of the first to market a meter system based on the 100µA movement and this firm has just produced a large version suitable for demonstration purposes; this, too, has the same shunt and multiplier sockets supplied for their smaller Student Meter.

Although the 100µA meter system was developed for the Nuffield A level physics course it can be used at all levels in schools. Let us gain the impression that meters are now entirely pupil proof if we must be pointed out that smoke will rise, if, for instance, any meter with a 100µA movement is connected to a 10V source.

But, will any teacher be so foolish as to connect a meter with a 100µA movement to a 10V source? No, of course not. The answer is that the meter is not connected to a 10V source.

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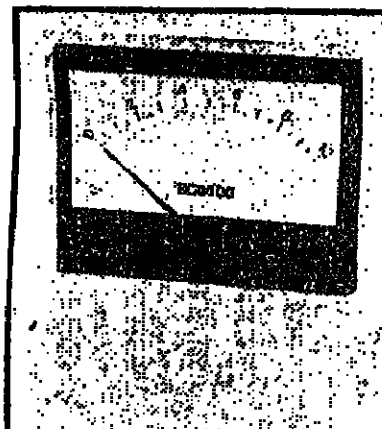
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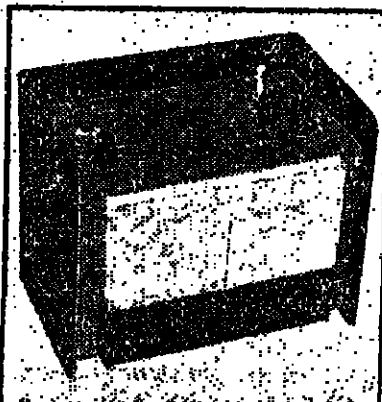
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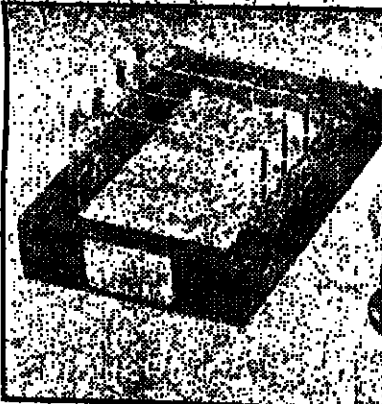
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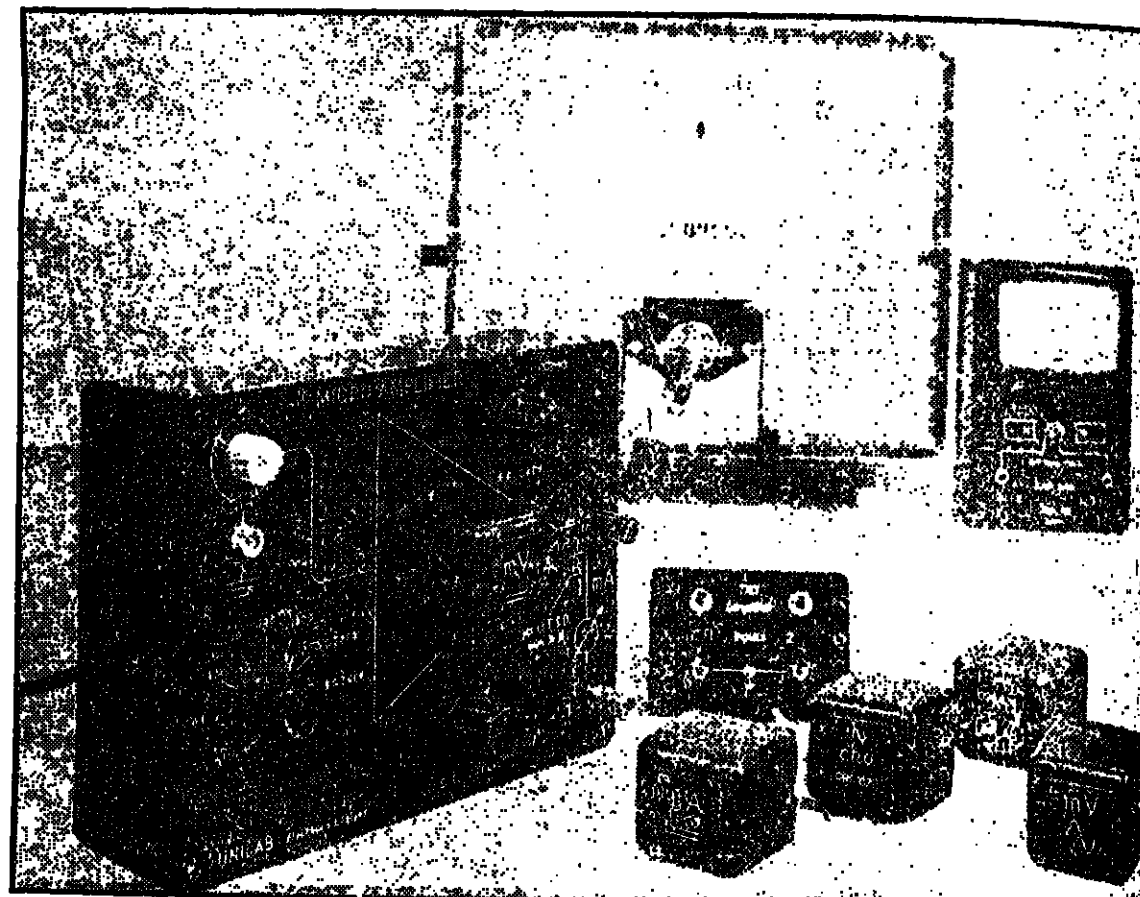
Unilab Demonstration Meter 381.111



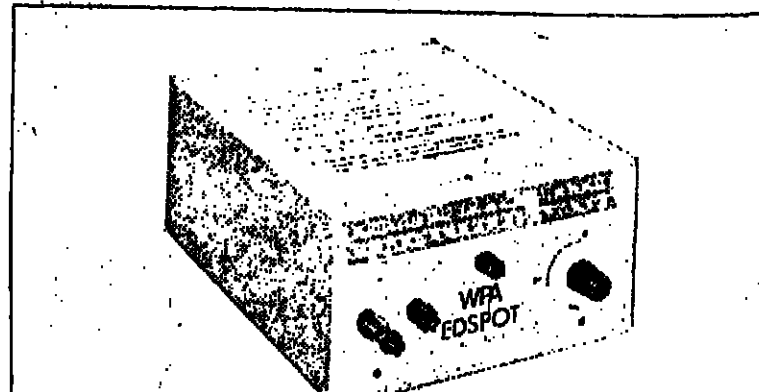
J.J. Electronic Galvanometer



Weir Student Instrument Model SM 301 Universal Indicator



Unilab Micro Amplifier



WPA Edspot

burns out—the meter itself will survive. For many experiments, it is necessary to detect currents as small as 0.1µA, that is 10⁻⁷A, and a sensitive galvanometer is needed. In the past, these had beautiful brass cases and spent their lives on little shelves embedded in the wall to avoid vibrations. Students are now allowed to carry them from cupboard to bench and use them in whatever is the most convenient place. No longer is the experiment brought to the galvanometer; the galvanometer is brought to the experiment.

Another way of achieving high sensitivity and robustness is in the use of integrated circuits, and a number of electronic meters have been developed. These are small, rugged, and can be used in a variety of ways. They are also very cheap, and can be used in a variety of ways.

Unilab Micro Amplifier, which can be used to convert any 1 mA meter into a flexible system that can measure from 0.1 mV to 1,000 mV ac or dc, 0.1µA to 1,000µA, and up to 10 microcoulombs. These different facilities are achieved with a range of switches and plug-in modules to alter the function of the amplifier.

Instead of driving a 1 mA meter, this micro amplifier can also be used as a pre-amplifier for a cathode ray oscilloscope. Two plug-in modules are available for this purpose: one for displaying the tiny electrical impulses met in biology experiments such as heart beats, etc, on a CRO screen.

to two parts a million; oil-bead damping and anti-vibration stops; a suspension, pre-twisted to maintain zero stability, that is made from a remarkably strong noble metal alloy; a semi-conductor overload protection and a capacitor for ballistic compensation.

This all adds up to an instrument that can easily detect one ten millionth of an amp yet can be connected on to the 240V mains and dropped on to the bench from about 20cm. An indication of their robustness is that Edspots can be sent through the post.

Another electronically aided meter is the High Impedance Voltmeter marketed, for example, by Griffin & George. This type of instrument is useful when measuring the voltage across a high value resistor or when the terminal potential difference of a source with a high internal resistance. Such instruments can also measure the potential difference across a charged capacitor without discharging it, especially useful when testing a capacitor.

In this class of instrument, is the Unilab Micro Amplifier, which can be used to convert any 1 mA meter into a flexible system that can measure from 0.1 mV to 1,000 mV ac or dc, 0.1µA to 1,000µA, and up to 10 microcoulombs. These different facilities are achieved with a range of switches and plug-in modules to alter the function of the amplifier.

(battery drain is very small and normal shelf life can be expected)? Are the batteries inside the case where they cannot be stolen but where they can easily be forgotten? Are they housed in a rear compartment, where they are always visible and easily changed?

Another electronic aid whose output is connected to a normal moving coil meter is the DC amplifier. Whether DC stands for "direct current" or "directly coupled" is open to debate and both are really correct; it is because the amplifier stages are directly coupled (ie, without capacitors) that steady or direct currents can be amplified.

The amplifier's unusual feature is that it has a high input resistance of about 10¹¹ ohms and if 1 mV is connected to it, the output meter gives a full scale deflection.

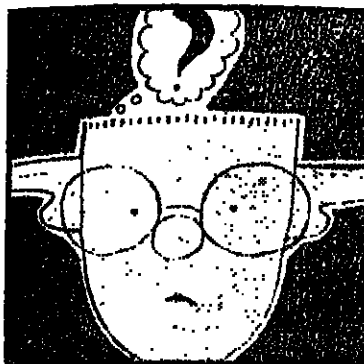
To use this system for measuring exceedingly small currents, a resistance of 10¹¹ ohms is connected across the amplifier input. A current of only 10⁻¹¹ amp flowing through this resistance produces an input of 1 volt which causes the meter to give a full scale reading which is interpreted as 10⁻¹¹ amp. There is a need to measure currents as small as this in school experiments on the photo-electric effect and on the ionization of air caused by radioactive substances.

The DC amplifier can do more than this; it is a versatile instrument. For instance, by using a capacitor instead of the resistor across the input, the system becomes a measure of electric charge and has transformed the approach of many teachers to the topics of capacitance and charge. Several manufacturers list DC amplifiers.

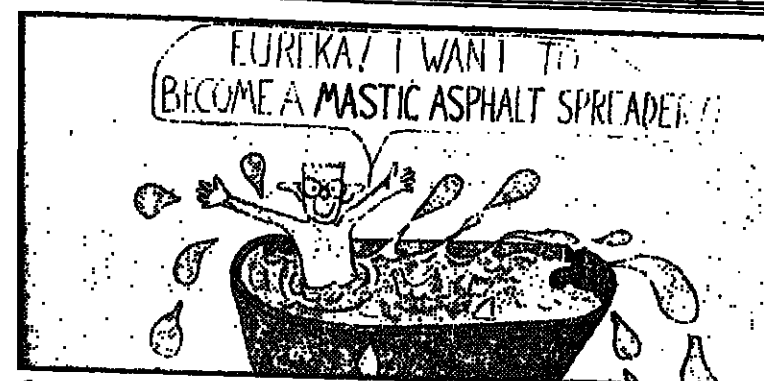
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Neville Sponge as he appears in "The Sponge Mix".



Careers aids in all guises

by Carolyn O'Grady

The Careers and Occupational Information Centre has been under the umbrella of the Employment Service Agency for more than a year now (previously it was the Central Youth Employment Executive) during which time its role has changed substantially.

This is especially evident in the type and quantity of new materials the centre is producing. Since the changeover COIC have supplemented the many booklets produced by their predecessor with a wide range of other aids: wallcharts, filmstrip/tape presentations, overhead transparencies, videotapes, games and simulations and manuals as well as producing more booklets.

They now publish appraisals by a panel of careers officers and teachers of new careers products in their monthly magazine *Newscheck* and also in their annual catalogue of materials. They organize a free distribution service for suitable careers materials produced by other bodies as well as for their own materials.

Many of the new COIC products are pegged to the centre's well-

known Signposts Card Index. This provides brief information and gives sources of information on hundreds of occupations and is distributed free to all secondary schools and careers offices.

Work Scenes, for example, a series of 12 colourful wallcharts begins with two "scene setters" which aim to arouse pupils' interest in the subject of careers. Printed before the Sex Discrimination Act there are separate charts for girls and boys, though it has emerged that this is within the letter if not perhaps the spirit of the law. Every other wallchart then looks at one occupational area, for example "practical work" and work for those interested in nature. Each job bands the Signpost reference.

One of the more imaginative, though controversial products is *The Sponge Mix*, a filmstrip/tape set which looks at careers and jobs through the eyes of Neville Sponge, a plump youth with a crew-cut and a snigger, but an English accent. The viewer is bombarded with a staccato "pop" script, a lot of it read in an American accent, and a confus-

ing series of images. However, COIC says that this is an adult view and that children retain a great deal of the information. (A review of the set will appear on these pages shortly.)

Job Families are a new set of transparencies which illustrate various approaches to the grouping of jobs into "families" and *Photo posters* are a collection of free posters which are being introduced progressively with the revised *Choice of Careers* booklets. Each photoposter reflects the contents of one new booklet and aims to encourage the reader to seek detailed information from suggested sources.

Other new materials will include three games and simulations which are still in their pilot stage. The games are intended to inform pupils about those aspects of jobs about which they need information and to encourage them to compare jobs of a similar level.

Careers and Occupational Information Centre, The Employment Service Agency, 97 Tottenham Court Road, London W1P 0ER.

continued from opposite page

some are mains driven, while others use batteries, and there is a variety of methods for providing the input resistors and capacitors.

The ordinary domestic electricity meter is not usually regarded as a measuring instrument but can, in fact, effectively measure current voltage, and time, and multiply all three together! It is now used in school laboratories, modified to operate from 12V A.C. and called a Joulemeter. Its introduction has certainly helped the teaching of heat. It is now easy to supply measured quantities of energy with a small heating coil fed from a Joulemeter.

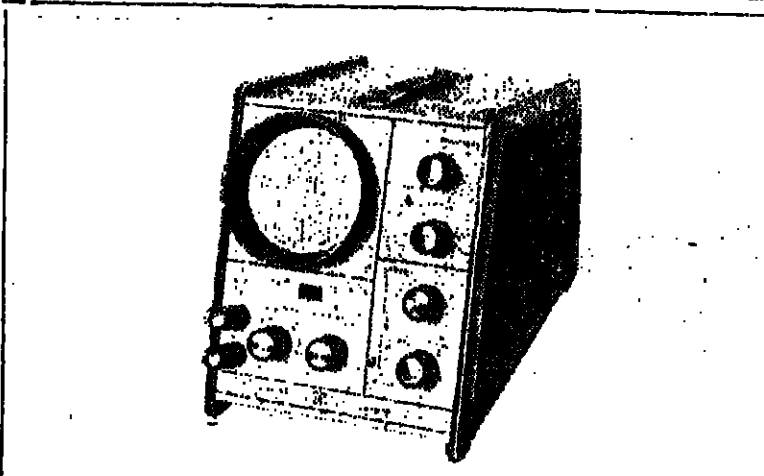
The idea of using in the laboratory what can be seen at home is always attractive, but recent advances in integrated circuits have also made it possible for manufacturers to design more elegant ways of doing the job. Weir and Unilab make units that measure voltage and current and convert them into an output to an ordinary moving coil meter that then gives a direct reading in joules. The Unilab version takes account of the time too, and gives a read-out direct in joules.

And what will be the school instrument of the future? In industry, digital read-out multimeters are now common and with the better ones you do not even have to turn a knob to select the range suitable for the measurements you are making; the self-ranging digital instruments sample what is given, decide on the correct range, produce a row of numbers on a moving display, and puts the decimal point in the right place. All this is done faster than you can think.

These instruments contain no moving parts and are not likely to suffer from dropping or overload failure; they present their measurements as a "forest of unambiguous numbers and of rare, parallax errors are eliminated.

Like advanced pocket calculators, their price will surely continue to fall and I predict that within 10 years, the moving coil meter will be a thing of the past.

The photo ray oscilloscope is usually thought of as something that displays a wave form but with the structure turned off and the in-



Telequipment Oscilloscope

put switched to D.C. it becomes an excellent multirange high impedance voltmeter, that indicates the peak value of an alternating current as well as steady values of a direct current.

Ten years ago most oscilloscopes were expensive, had a bewildering array of controls, and were not particularly easy to use. Since then, however, Telequipment have designed a simplified version, specifically for school use. The ease of operation because of the automatic locking time base, and the low cost, made it an instant success. It is one of the few items of equipment that was originally designed for schools but which is now used in industry as an inexpensive monitoring instrument; the traffic is usually the other way.

As well as small "class oscilloscopes", a school often needs a larger version for demonstrations that has additional facilities. These, too, have become easier to use and Philip Harris and Griffin and George are marketing instruments that have the new feature of a "beam locate button".

When confronted with the inevitable blank screen, pressing the Locate button causes the trace to return to the viewing area in a position that automatically indicates which control to operate so that the normal trace will remain on display when the Locate button is released. No more wasted time or frustration in hunting for a lost trace.

In this survey some specific instruments and manufacturers have been mentioned and equally worthy ones omitted. The best way to choose your instrument is to go to the annual meeting of the Association for Science Education (held next December at Leicester) where all the manufacturers will be displaying the latest and best.

Griffin & George Ltd, Frederick Street, Birmingham B1 3HT.
Philip Harris Ltd, Lynn Lane, Sharncliffe, Staffordshire WS14 0BE.
UNILAB Science Teaching Equipment, Clarendon Road, Blackburn, BB1 3TA.

The Weir Electrical Instrument Company Limited, Bradford-on-Avon, Wiltshire BA15 1BU.
WPA, Walton Precision Apparatus Ltd, Shire Hill, Saffron Walden, Essex CB11 3BD.

White Electrical Instrument Co. Ltd, Spring Lane North, Malvern Link, Worcestershire.
Irish-Danmon Ltd, 249 Purley Way, Croydon CR9 4QJ.
ADLAB Head Office, PO Box 1, Farnworth, Bolton BL4 7SN.

Scopes Instruments Limited, Picmore Industrial Estate, Picmore Avenue, Letchworth, Herts, SG6 1JJ.
Telequipment, Tektronik U.K. Ltd, Beaverton House, PO Box 69, Harpenden, Herts.

Bernard Taylor teaches at Rugby School.

World Children's Day pack

World Children's Day on June 15 is sponsored jointly by UNICEF and the Save the Children Fund, and this year the education pack is on the theme of preventable disease in Bangladesh.

The pack contains an attractive colour poster showing children in a hot air balloon, a searing poster of a starving father and child, with an information sheet on the back, a message from the Queen and a leaflet giving prayers and hymns.

The pack has been sent free to about 7,000 schools, many of which, the charities say, are planning special projects for the day. These include fund-raising events, exhibitions, discussions and essay writing.

Apparently the idea is to increase awareness rather than directly to appeal for money.

Further information or details of the pack can be obtained from The Save the Children Fund, 157 Clapham Road, London SW9 0PT.

Yes, we have a cliff

Members of the Young Ornithologists' Club (YOC) have raised the £5,300 needed to buy a new reserve sited appropriately at Fowlsheugh in Kincardineshire. This is a seabird cliff which covers one and a half miles and is inhabited by guillemots, kittiwakes, razorbills, fulmars and puffins.

The current issue of *Bird Life*, the YOC's magazine, carries stories about the new reserve, sea-cliff life, puffins and the work of an observatory warden, all relevant to the new purchase.

Information about membership can be obtained from The Royal Society for the Protection of Birds, The Lodge, Sandy, Bedfordshire SG19 2DL.

Video for doctors

Mediscopes is heralded as "Britain's first television medical video journal for doctors, the first television video journal to be published in this country". It will be launched in July.

Subscribers will receive 12 hour-long video cassettes a year on medical subjects accompanied by a synopsis in booklet form. The end of the month the subscriber returns the cassette, but can subsequently borrow past issues free of charge. The subscription is £25 for general practitioners and £20 for medical centres.

The programmes will be made up of about six topics, mainly clinical, but occasionally dealing with issues such as practice management and health service provision. The material will be presented through explanation, clinical film, animation and the view, and most topics will be discussed by specialists at the end of their presentation. Early topics include the fitting of IUD's and a discussion of "ultrasound".

Further information from David Smith, Mediscopes Ltd, 9 Mason's Yard, London SW1Y 6BU.

Another title in the Helen Arkell Dyslexia Centre's series of booklets has just appeared: *Dyslexia: The Problem of Reading*. It has been written by Mrs Joy Pollock who runs the centre with Helen Arkell.

Other titles include *Dyslexia: The Problem of Spelling*, *Dyslexia: Books for the Dyslexic* and *Dyslexia: The Problems of Sequencing and Orientation* all written by members of the Centre's staff. The booklets cost 66p each, with postage of 15p a copy and 2p each for further copies.

The booklets can be obtained from the Helen Arkell Dyslexia Centre, 14 Crondale Road, London SW6 4BB.

The Queen's birthday



A portfolio of portraits to celebrate the Queen's 50th birthday. On sale now 40p.

SECONDARY Remedial Posts
continued

Other Posts on Scale 2 and above

LEICESTERSHIRE

WILKINS VALLEY CHURCH OF ENGLAND SCHOOL
Walsby Road, Walsby
Headmaster: Mr. J. H. Walsby
Applicants for September 1976 should apply by letter to the Headmaster, enclosing a stamped addressed envelope.

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HAMPSHIRE

SOUTHAMPTON AREA
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CITY OF COVENTRY

Required Autumn Term,
Assistant Teachers

- Alderman Callow School and Community College**
Kingston Road (480 on roll)
GIRLS' PHYSICAL EDUCATION, Scale 2, available for experienced candidates.
- Blinley Park Mixed Comprehensive School**
Brandon Road (1,688 on roll)
FRENCH.
- Calodon Castle Boys' Comprehensive School**
Aldermore Road (1,880 on roll)
MODERN LANGUAGES, French main language.
- Countdown Court Mixed Comprehensive School**
Northbrook Road (1,816 on roll)
FRENCH, some experience of Sixth Form teaching an advantage.
- Ernesford Grange School & Community College**
Pinchcliffe Way (1,080 on roll)
ENGLISH, to share teaching throughout school with major responsibility for pastoral oversight of 1st year class. Interest in Drama an advantage.
- Finnham Park Mixed Comprehensive School**
Green Lane (1,390 on roll)
FRENCH throughout school.
- Lyn Hall Girls' Comprehensive School**
Blackberry Lane (1,610 on roll)
NEEDLEWORK.
- Whitley Abbey Mixed Comprehensive School**
Abbey Road (1,850 on roll)
SCIENCE, Physicist preferred but not essential; January appointment considered.
- The Woodlands Boys' Comprehensive School**
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By Subject Classification

Art and Design

Herts of Department

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Scale 1 Posts

Primary

HEADS AND DEPUTY HEADS

TETSWORTH COUNTY PRIMARY SCHOOL
Tetworth, Oxford OX9 7AB
(Roll 55; age range 5-11; Group 2)
Application: are invited for the HEADSHIP of this Primary School from qualified teachers who could assume the duties of the post from 1st January, 1977, or earlier. The school covers a pleasant rural area close to the Chilterns.
Application forms and further particulars are available (s.a.s.) from the Chief Education Officer, Macclesfield House, Oxford OX1 1HA, returnable within two weeks of the appearance of this advertisement.

Scale 1 Posts

ASCOTT-UNDER-WYCHWOOD C.E. (C) SCHOOL
Ascott-under-Wychwood, Oxford
Versatile INFANT TEACHER (Scale 1) required for this two-teacher school.
Required as soon as possible, DEPUTY HEAD. Applications invited from experienced Catholic teachers willing to contribute to the development of an established school due to have a newly designed extension. Able to offer Music and/or P.E. and Games an advantage.
Application forms to be returned within two weeks of the appearance of this advertisement.

Scale 1 Posts

WILLIAM MORRIS COUNTY PRIMARY SCHOOL
Bretch Hill, Banbury, Oxon. OX16 0UZ
Required for September, Scale 2 INFANT TEACHER to work co-operatively in this new open-plan school. A community minded, child-centred teacher is essential. Apply fully to Head teacher, enclosing s.a.s.

Scale 1 Posts

GREAT ROLLRIGHT C.E. (AIDED) PRIMARY SCHOOL
Great Rollright, Chipping Norton, Oxon.
(Roll 60)
Required for September, a teacher who enjoys co-operative teaching in an informal, open-plan environment to work with a family group of 5-11 year olds in this 3 teacher village school.

Scale 1 Posts

NORTH KIDLINGTON COUNTY PRIMARY SCHOOL
Bennet Road, Kidlington, Oxford
(Roll 350)
Required for September, enthusiastic and experienced teacher for vertically-grouped Lower Juniors. Scale 2 post available for suitable person with MATHS as a special interest.

Scale 1 Posts

HILLINGDON
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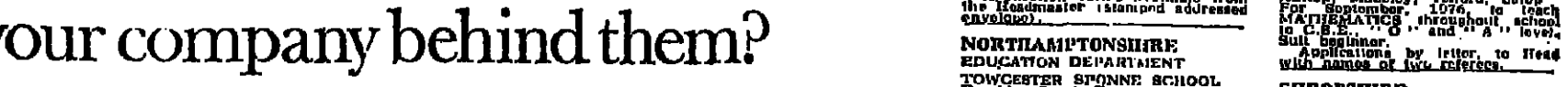
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Oxfordshire

[illegible]

Applications, including curriculum vitae, details of previous employment, and the names of two referees, should be sent as soon as possible to the Recruitment Officer, Canning, M.A., from whom further details can also be obtained.

MATHEMATICS
To join experienced TEAM in expanding well-organized department up to 100, B.S. and C.I.B.A. 50% Royal Licenses. Full details and application forms from the Advertisement Agents Road, French, Telford TPA 7JB (telephone Telford 605711.

KENT
65, EDWARDS TO HOW
Country
Required an "Sons-
of-Bible" advertising
Medium. As a result the
plans past included the
plant and seedling first
and the people and their
work in the department
After the plant and
Apply Headed with
the plant and name of
the plant.

MANCHESTER
MANCHESTER HIGH SCHOOL
FOR GIRLS
Required for September 1
ASSISTANT MUSIC TEACHER
First class in Music, 12 hours per
School. Interest in teaching
desirable. Some school
work would be available for
able candidates.
Applications should include
curriculum vitae and this to
be sent to:

OXFORDSHIRE
Wanted for November 7th
a young boy, 10-12 yrs old,
mainly June and Charles.
School of 200 pupils. Grand
farmhouse for an only
child. This is the dream of a
pupil but could well be the
shop.
A lady will receive
Director of Music. St
Brigid, Mantle, 10-11.

Pastoral

WORK WITH US

69

AUSTRALIA
MONASH UNIVERSITY
Melbourne

**DEAN OF THE FACULTY
OF EDUCATION**

Applications are invited from suitably qualified persons for appointment to the full-time position of Dean of the Faculty of Education.

post became available. This issue's S. D. Dinn returned from his assignment in Latin America to take up a position in the Educational Research and Development Institute. It is anticipated that he will have had substantial academic experience in the field and in university administration. He will be expected to coordinate the work of the department and to encourage the development of the faculty. He will be expected to lead the department in the future to a position of prominence and to encourage and to pursue the development of the department. He will be expected to continue the work of the department.

Salary: \$42N.401 per annum. Superannuation is based on an entitlement scheme and employer contributing 3 per cent and 10 per cent respectively.

Information on application procedure and further particulars may be obtained from the Academic Registrar, Monash University, Clayton, Victoria 3168. Applications to the Secretary General, Association of Commonwealth Universities, 115 St Clements Square, London WC1E 6PL.

The Academics through reach
 later than 30th June, 1970.
 The Council reserves the right
 to make no appointment or to
 appoint by invitation at any
 stage.

BRADFORD
THE UNIVERSITY
ASSISTANT PHYSICAL
RECREATION OFFICER

Applications are invited for this
 post from persons with a recog-
 nised qualification in physical

Applications in writing stating age, experience, qualifications, together with the names and addresses of two referees should be sent to the Personnel Officer, University of New England, 107 IDB, West Yarmouth, from whom further particulars may be obtained.

CARDIFF
UNIVERSITY COLLEGE
Applications are invited for
the following post:
LECTURER IN EDUCATION
(Overseas Education) in the
Department of Education
Salary Range of £5,175 to
£6,000. Please to Committee
1 January, 1977.

Applications (two copies),
together with the names and

subpages of two references should be forwarded to the Vice Principals (Administration) and Registrar, University College, 101, Dux Rd. Further particulars may be obtained.

Closing date 20th June 1948. Please quote reference 1048.

Following posts to be filled in

ational reputation provides a (sandwich) degree course design. Applicants should have an educational and industrial background in

and advanced course stud.

with appropriate qualifications and appreciation of the whole have had professional and degree level and have good

Burnham (Further Educa-

application forms (please
applying), returnable with
Secretary of the School.

St. Martin's School of Art
107 Charing Cross Road, London WC2H 0DU

Applications are invited for the following posts to be filled in September, 1976

Head of Department of Fashion (Grade V)

The department which has an international reputation provides a three-year degree course, a four-year (sandwich) degree course and an advanced course in Fashion Design. Applicants should have appropriate qualifications together with educational and industrial experience.

Senior Lecturer in Painting

To assist with the teaching of degree and advanced course students.

Lecturer II in Graphic Design

Candidates should be graphic designers with appropriate qualifications and an overall understanding and appreciation of the whole field of graphic design. They should have had professional and teaching experience preferably at degree level and have good organizing ability.

Salary scales in accordance with the Burnham (Further Education) Report

Head of Department £7,395 to £8,271
Senior Lecturer £5,031 to £5,955/£6,417
Lecturer II £3,279 to £3,493

plus, in each case, £12 supplement and London Allowance of £402 (both subject to normal approval).

ilea

Further particulars and application forms (please specify post for which applying), returnable within 34 days from the Secretary of the School.

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BRADFORD COLLEGE

RE-ADVERTISEMENT

HALL MANAGER

RESIDENT

Applications are invited from suitably qualified and experienced persons for the above post, duties to commence as soon as possible.

The post is a new one, and the person appointed will be responsible for catering and residential facilities throughout the College.

Principal Officer's Grade 1 (111)

Application forms and further details are available from
Staffing Officer, Bradford College, Great Horton Road,
Bradford BD7 1AY, and the completed applications
should be returned within 14 days of the appearance of
this advertisement.

A SUMMER HOLIDAY FOR CHILDREN WITH DIABETES

The British Diabetic Association will be running
their annual holidays for children, by

summer months. Holidays will be spent in residential schools in rural areas.

THE BDA
URGENTLY NEEDS HELPERS
If you are: * **A School Teacher**
* **Experienced in**
running holidays for children
Then please write, or telephone:
BILLYN MICHELL

The British Diabetic Association
2/6 Alfred Place, London W.C.2

(We pay all expenses and an honorarium)



PLAS Y BREIN

MOUNTAINEERING CENTRE
Capel Curig, Nr. Bala-y-Ced, North Wales
require the following staff:—

TEMPORARY INSTRUCTOR
—three months' contract July to September—
mountaineering and canoeing.

SKI FACILITIES OFFICER

—residential post starting July. Sound knowledge

DIRECTOR

CONCLUSIONS

acquired September, 1976, for foreign girls' boarding school (number on roll-120, aged 5-21). Graduate with substantial T.E.F.L. experience essential. Burnham Scale II Post. on-residential.

Apply in writing only, with full details of age

qualifications and experience and names of

Misses, L.T.C. Ladies' College of English and
Secretarial Studies, Compton Park, Eastbourne,
Sussex.

